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AN INTRODUCTION TO CHILD CARE

BY ELLA M. WIEBE, R. N., M. A.

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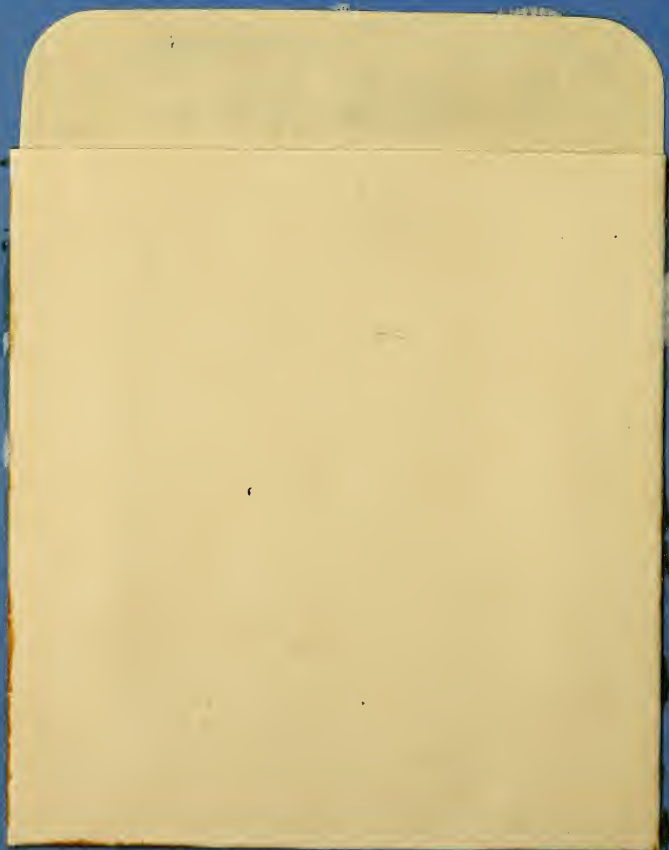
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Introduction

The statement was recently made by a French author that "America appears to be the only country where love is the national problem. No where else can one find a people devoting so much attention to the relationship between men and women. No where else is there so much concern because this relationship does not always make for perfect happiness."¹ The same may perhaps be said of our children. Child care and training has assumed such weighty proportions in our thinking that we have not only recognized problems already existing; we have actually developed problem children because of our anxiety over them.

This booklet would point out available sources of knowledge in the field of child care and training. It particularly aims to help mothers in the religious character-building of small children. Last, but not least, it would lend a word of assurance to parents, for these are difficult days for parents. These are difficult days for all—parents, teachers, students, and children. We are re-thinking and re-evaluating life and doubt always plays an appreciable part in such thinking.

Material Conditions Are Changing.—"Mechanical inventions have changed the whole complexion of home life. Labor-saving devices and the application of electricity to household tasks have lightened the physical

¹ Raoul de Roussy de Sales, "Love in America," *Atlantic Monthly*, May, 1938.

burden of housework and given women a larger measure of leisure. Standards of comfort are higher. The inventions of the telephone and the motor-car have enormously speeded up the process of living. . . .

“New occasions are supposed to teach new duties, yet actually many people are trying to live a twentieth-century life with a nineteenth-century mind and conscience. A simple, pioneer society carried its own discipline with it—the very effort needed to get the necessities of life demanded energy, perseverance and courage. Children, for instance, had to do chores or the work of the household could not be properly done. Commodities were scarce and frugality the rule of life. Nowadays, when so much of our work is done for us—when foods, furniture, clothes, come ready made, the training supplied by the old type of life is lacking. . . .

“Consequent on the material changes described, a change in attitude to authority has come about. Doubtless it is characteristic of every young generation to question the dicta of the generation which has gone before, but the development of scientific thinking as well as the general upheaval of the social order brought about by the Great War, greatly exaggerated this tendency in the present day. In politics, in literature, in religion, as well as in the home, tradition is severely shaken. This disruption of belief is not confined to the young—uncertainty has seized on their elders as well. . .

“With the growing belief in experimentation and in a demonstrable relation between cause and effect, there is developing on the part of parents and in the community at large a growing sensitiveness to failure.

A more or less fatalistic attitude to physical disease, to moral dereliction, used to be assumed. Illness, for instance, was an act of God. Today we may still reserve that description for certain epidemics of whose nature little is known, but with the progress of medical science the conviction is steadily growing that, if people are ill, it is because they, or some one associated with them, have made some blunder. Prevention, therefore, has become one of the keynotes in modern medicine.

"As regards social failure a similar conviction is gaining ground. There used to be a sentimental hymn much in vogue some years ago, 'Where is my wandering boy tonight?' Doubtless this cry was echoed by many good mothers who felt themselves blameless in regard to their child's evil fortune. Today we are not so sure. We are coming to have an uneasy suspicion that, if our child turns out badly, we as parents may have something to answer for."²

One could be more comfortable in some respects in the so-called "good old days". If one was obese, one was "made that way". Today we know that we "grow that way" through glandular deficiencies sometimes, but more often through careless habits of diet and exercise. And it has come to pass that one can no longer be fat respectably.

So, too, Jimmy's temper outbursts or his unwillingness to eat vegetables are no longer inherited from great uncle Benjamin who had an evil disposition all his life and indignantly would have refused spinach if there had been such a vegetable in his day. Even though

² Blatz and Bott, *Parents and the Pre-School Child*. 1929. Wm. Morrow and Co., N. Y.

we may refuse to believe it, our neighbors and relatives firmly believe that Jimmy's difficulties are largely the result of the combined influences of his life after birth.

Some paragraphs of this book have a pessimistic note. Today in the United States of America 42% of the deaths could have been postponed if we would apply the knowledge of health and disease which we already possess. This means, humanly speaking, that almost every other funeral which we attend need not to have taken place at this time. Doctors and nurses see so much of preventable illness and loss that we feel that if we were to hold our peace the very stones would speak—and the grave yard is full of stones that cry out. So this booklet, sketchy in its brevity, contains several harsh notes. People should realize the danger of fire, and fire alarms are not particularly musical.

Disturbing as is the loss due to physical illness and death, it is the smaller part of the preventable loss which we suffer. Of the twenty-five thousand patients admitted each year to mental hospitals more than 50% could have lived normal, useful lives if their early training had been more adequate. One-half of the total number of mental patients are ill with Schizophrenia, "the insanity of the young". Because young people in their teens find themselves so little understood and so unable to face the struggles of life, they withdraw into fantasy and day dreaming until they live in a world apart, removed from the world's troubles.

A far greater loss yet is found in the great number who suffer only a partial loss of the "self", or the soul; people who have never found themselves and their niche in human society and consequently are restless, ner-

vous, and unhappy. Many of those who, like great uncle Benjamin, lived morose and unhappy existences, might have lived happier lives and left more blessed memories if their parents and teachers had been better able to guide them in the making of adjustments.

A successful human life covers a span from utter helplessness to mature adulthood. The first love situation is a totally one-sided affair. The child receives the attention of his mother without giving anything in return. Of course, he gives a great deal of satisfaction, but that is an accident on his part. He is not yet able to give in any other sense, but we do not expect this situation to continue and if we find an adult who continues to receive from others and gives nothing in return, we know that we have a person who is still in the infant stages of love. We expect him to grow up and to reach the stage where he will take the responsibility of loving another who needs his ministrations with no hope of return on his part. Each person should traverse the pathway from getting everything and giving nothing to the place where he gives everything and asks nothing. To say that a child is egocentric is no condemnation of the child. To say that an adult is egocentric is saying that he has not learned—that he is emotionally immature.

Parenthood provides the ultimate opportunity to become emotionally mature. This does not mean that all parents have achieved emotional maturity. Some parents take a possessive attitude toward their children. In poorer homes children may be looked upon as means of support when the improvident parents become incapable of taking care of themselves. In some instances the child becomes a peg on which the parent hangs an

unsatisfactory love life, using the child as a tool for satisfaction; or the child may be used to live out the ambitions which parents never achieved. Many a youth in college is troubled because his parents expect him to be what they always wanted to be but couldn't, and for which he feels himself unqualified. In other instances, this possessive attitude toward children takes the form of emotional bondage which is much more insidious and vastly more harmful than any economic bondage could ever be. Such a parent appears to be extremely devoted to his child. He showers her with gifts, gives her abundance of affection, gratifies her every whim, warns her against the wiles of young men, thus making her afraid of the attentions of any possible suitor, criticizes any particular individual who seems to be interested in her, and virtually surrounds her with barriers beyond which she can not go. Or the mother so makes her son dependent upon her that when he grows up he looks for a picture of his mother in every woman which attracts him and finds it extremely difficult to make the necessary adjustment toward a young woman. All this is done under the guise of parental devotion and the child may not realize that he is enslaved until it is too late for him to free himself.

With emotional maturity comes social maturity. The socially mature parent gives to his children, but it is not the selfish type of giving. Its purpose is not to place the recipient under obligation to the donor, but to enable him to be a more happy, more free, and more autonomous individual. As he matures, he gains more happiness through bringing happiness to others than he does by seeking his own satisfaction directly. He gains more pleasure by giving and less by means of receiving;

he sees the world as an opportunity to do things and less and less as an opportunity to have things done for him. He has learned one of the important lessons of life—that he who would be great should be a servant, and he does not give with any sacrificial feeling. He is not giving up his own happiness by contributing to the happiness of others; he gains more in happiness himself by this means than he could in any other way. The one who boasts about his unselfishness has not learned his lesson. He only thinks he has and is deceiving himself more than he is deceiving anyone else.

Each child is a definite individual personality and cannot be reared by such a standard as books. It is helpful to know what child care specialists advise, but common sense and good judgment and faith in God and in the child are fundamentals. To train a child is to train one's self. We as teachers of the on-coming generation can lead only where we know the way or else, together with the child, we can seek the way. Teaching is living, and is largely unconscious. What we are speaks so loud that people scarcely hear what we say. Parents are sensitive to the faults in their children, partly because they mirror their own faults. Youth holds up a mirror before the church, the educational system, and the social order of today, and makes its elders definitely uncomfortable. We will profit by courageously facing this challenge in the spirit of a quest for truth.

Material and social conditions will continue to change as they always have. It is our relationship to eternal values as expressed in our faith in God, and all human relationships, particularly those between husband and wife and parents and children, which is essentially the world in which we live, suffer, and love. To

many it seems that this is a difficult time in which to rear children for we seem to be spiritually at sea, and religion seems on the wane. To be sure, much that died long ago is being buried today and here is a feeling of loss. However, to those working in the realm of medicine and of personality development, there are signs of a dawning, of a spiritual awakening, in the realization that 50% of all illness is not organic but of emotional and psychological origin. In the past these illnesses were all treated on the physiological basis; now we recognize the need of a physician of the soul who can bring the patient into harmony with God and with life. These individuals have never found life because they have never dared to lose themselves in the eternal things of life. It is in the realm of the spirit where we conquer illness and death. This recognition given to human personality, its frustration and its fulfillment, is one of the things for which this century may be known in history.

How then shall we rear a child for wholesome, fearless, joyful, Christian living? By ourselves walking humbly, but courageously, with God in the great adventure of living.

Pre-Natal Care

The position of women and children in any civilization is an index to the advancement of that civilization. This is gaged best by the care given the mother at the birth of her child. The medical profession has led in the conquest of death at birth, and has made great advances; but it can give no more than the community will accept. Each community and each family must say, what values shall be placed on the lives of women and children.

Pregnancy and birth are far more difficult today than they were for the primitive woman. In a high percentage of cases, however, these experiences can be successfully and joyfully met if women have been taught what good care is and how to attain it for themselves. A knowledge of this process, so vital to the race, all women should have, and men too, if this important time in a woman's life is to be met with the intelligence and wisdom that it deserves.

It is the fear of the unknown that weighs most heavily. The woman who has trained herself to face reality, who knows what the dangers are and is prepared to meet them, rarely experiences fear. When all that human wisdom and human science can do has been done, she can quietly trust in God, and in case of adversity face the outcome without bitter regrets.

I. Physiological Care of the Expectant Mother

The General Federation of Women's Clubs meet-

ing in New York City in January, 1937, released the following indignant report: "In the 160 years of United States history we have fought 48 skirmishes and wars, including the World War. In these 48 conflicts a total of 244,00 men were killed. During the past 25 years more than 375,000 American mothers have died of child birth and related causes. Of 25 nations who keep vital statistics, Scotland has the highest maternal death rate; the United States of America the second highest."

Dr. Henry Goddard Leach in an editorial in the *Forum* magazine of May, 1938, states that more than two million homes in the United States await the birth of a child every year and in 150,000 families the mother or baby dies. In addition an uncounted number of women are crippled and their children handicapped for life. Although we boast of the highest standards of living in the world and the most skilful physicians, we suffer on the average 57 maternal deaths for every 10,000 live births in our country. Sweden has only 33.

In 1936, 12,182 mothers died in the United States as a result of pregnancy or child birth. More than half the deaths were caused by diseases and conditions that might have been prevented by proper pre-natal diet, exercise, and cleanliness. In the United States 73,735 babies were born dead in 1936 and another 70,000 babies died in the first month of life.³

Even so, this is a tremendous advance over the conditions of a century ago when every other baby died before it was a year old. The advance has come not because hazards are diminished, but because we have learned how to meet them. Life insurance companies have

³ Leach, Henry Goddard, *Forum Magazine*, May, 1938.

begun to insure a baby on the day of its birth; only five years ago they required it to be one year old before taking the risk.

Our tragically, and in the light of scientific possibilities, shamefully high death rate is largely due to: (1) The fact that many mothers first come for pre-natal care during the seventh month instead of the second month of pregnancy, (2) Mountainous and sparsely settled areas where medical aid is not quickly reached, (3) A lethargic frame of public mind trusting "nature to take its course", choosing practitioners poorly qualified to handle unexpected emergencies and remaining at home where even the best qualified obstetrician is severely handicapped, instead of going to the hospital where superior equipment, the help of internes and nurses, and even medical consultation can quickly avert tragedy.

Public health nurses and doctors through free clinics have so improved conditions among the poor in metropolitan centers that maternal and infant mortality is now highest among rural areas. Rural people living close to nature and inclined to trust nature, sometimes regard pre-natal and obstetrical care as one of the frills of civilization. Did not the primitive women have their babies without difficulties? Yes, most of them that survived did; but we have no statistics of maternal and infant mortality of primitive times.

The loss of these 12,000 mothers in 1936 constitutes a much graver problem than an equal number of deaths among the general population since in a large number of the deaths of women in child birth involves the disruption of a home and the future welfare of many dependent children. Birth is the greatest hazard we

survive in our lifetime. We owe to the unborn child the best we can provide in physical safety for himself and in the health of its mother.

2. Psychological Care of the Expectant Mother

The pregnant period is a time in which enormously significant changes are taking place within the body of a woman. The expectant mother in the past has had comparatively few avenues for learning about the physiology of pregnancy, the meaning and significance of her physical disturbances, and what is to be expected as normal in pregnancy. This, no doubt, has been a contributing factor in one of the difficult problems with which physicians have had to deal in pregnancy—the undesirable psychological condition of some prospective mothers.

There is a wide spread belief among people that unusual circumstances such as a shock, an accident, or the sight of blood, etc., may so disturb the mother that it may “mark” the baby. The only connection between the mother and the child is through the placenta. The blood of the child flows through the blood vessels of the cord to the placenta, then through the inside of the villi. The villi dip into the mother’s blood and since there is no direct connection between the blood of the baby and that of the mother, the interchange of foods and wastes must occur through membranes of the cells somewhat as in our digestive processes after birth when food is taken from the intestine without mixing intestinal contents with the blood stream. Mental experiences travel only by way of the nervous system and can communicate themselves in no other way. Beliefs that structural changes produced in the unborn child correspon-

ding to some mental experience of the mother, usually a vivid impression or strong emotion, have no scientific basis. Most scientists maintain that a mother "wishing" a child to possess a special aptitude and herself cultivating that aptitude does not change the genetic character of the cells and, therefore, the child's inheritance. We should expose the child during his early infancy to the environment which will allow for the greatest possible expression of his inherent aptitudes along this line; but each child is an individual, a unique combination of characteristics that has not occurred before, and to try to fit him into a preconceived pattern at variance with his aptitudes is likely to lead to trouble.

Pregnancy is essentially a normal function. Because of emotional disturbances, many erroneous attitudes and superstitions have evolved concerning it. "It is during the early months of pregnancy that patients are most likely to be self-centered and consequently suffer from the physical discomforts which are induced by poor mental health. Some women adopt during pregnancy a sort of semi-invalidism and give way to nervousness, irritability, moodiness, fits of introspection, feeling sorry for themselves as parts of their 'rights' due to their physical condition."⁴ It is most important that an expectant mother should have a life as free from emotional strain as possible. Often circumstances which are in no way under her control precipitate her into an emotional condition which inevitably affects her. A regular physical regime helps to keep her in good physical condition. It also helps her to keep her balance emotionally.

No healthy woman should think that because she

⁴ Rand, Sweeny, and Vincent, *Growth and Development of the Young Child*, 1935, W. B. Saunders Co., Philadelphia, Pa.

is pregnant she should stay at home all the time. Contacts outside of the home may afford emotional relief instead of emotional strain. A well-organized plan of living with a wholesome amount of recreation planned for, and not undertaken spasmodically on the spur of the moment lessens the chances of fatigue, worry, and the accompanying evils of irritated temper or depression.

3. Preparation for the Baby

During pregnancy the woman has nine months in which to make her plans for the arrival of her baby and to make necessary readjustments in family life. If there are other children, they must be prepared for the new baby in such a way that they will welcome it into their midst with pleasure. It is not always easy for the one who has been the youngest and has, therefore, had the position of baby in the family, to see his position taken by another who must, for many months at least, absorb much of mother's time. In telling children the news about an expected arrival, care must be taken that they do not get erroneous ideas. They must realize that the baby will be little and helpless, will need much of mother's care, must be treated gently, may be a brother or sister, and will not be a play mate for some time.

If the mother is to go to the hospital when the baby is born, the children should know that. If the hospital is near by, it is well for them to see it, or some other hospital, in order that they may have a feeling of familiarity toward hospitals which engenders security. They should not have the shock of awaking some morning to find that mother has disappeared in the night and gone to some strange place they know not of. It sometimes makes

a later visit to the mother, while in the hospital, a fearful experience, and may leave scars on the child's mind in regard to hospitals, which are difficult to overcome. Children should not be told until the latter part of pregnancy as long months of waiting will seem unduly long to a child. Then, too, since there is some possibility of a miscarriage, unnecessary disappointment to the child may result.

The New Born

Now that the baby is born parents have in their charge a helpless infant who for a long time will be entirely dependent upon them for supplying all his needs. At first only the physical needs are obvious, but the parent must remember that the character building of their child is closely tied up with the way in which his personal needs are met. His future mental health, as well as physical health, will depend largely on the habits he builds during the first year of life, especially the early months. Some of these habits can be started as soon as the baby is born.

Every child carries in his inherited make-up many qualities. Which ones are to predominate in his future life will depend largely on his surroundings—the food and care, the persons he learns to imitate, the ideals and standards of his home. As soon as the baby is born he begins to live in the surroundings that his parents have provided. Immediately he begins to learn from his experiences. From the hour of his birth, he learns from everything around him.

Baby care is a great art. It is the most important task any woman ever undertakes and she should apply to this work the same diligence, intelligence, and sustained effort that she would give to the most exacting profession. Sometimes a young mother has so much advice from earnest and well-meaning friends that she is bewildered. Their advice may be good, but sometimes

the advice of one friend conflicts with that of another. The baby should not be experimented upon with first one mode of care and then another in accordance with the various opinions offered. The doctor should be the mother's guide. Books and bulletins are intended only to help her carry out his orders intelligently.

1. *The New Baby*

At birth the average baby weighs about seven pounds and measures 20 to 21 inches in length. He has a good pink color; he squirms and wriggles, pulls up his legs, stretches them out, clenches his fists, puckers his face, and cries lustily. He sucks and swallows food and sleeps. He has no habits at birth. Habits are formed only by doing the same thing over and over again. Immediately after birth he will begin to form habits which if they are the right kind, will be useful to him all his life.

Through training in regularity of feeding, sleeping, and elimination, the tiny baby will receive his first lesson in character building. He should learn that hunger will be satisfied only so often, that when he is put into his bed he goes to sleep, that crying will not result in being picked up or played with when he likes. He will begin to learn that he is part of a world bigger than that of his own desires.

The first three months of life are perhaps the most important of all. The habit of regularity in feeding and sleeping can be begun on the third day of life and once established it must not be broken or interrupted for any reason except for emergency. If the baby awakes between feedings and begins to cry, turn him over, change his diaper, give him water to drink, and put him back to bed. Do not hold him and do not nurse him until the

exact hour for the feeding comes. It will not hurt the baby, even the tiny baby, to cry. Crying is the baby's one means of expressing his dislikes. No baby likes to be hungry. But every baby can be trained to wait his full interval of three to four hours, whichever the doctor has ordered, before his hunger is satisfied. There is no danger that crying will cause rupture, although it may aggravate a rupture which already exists.⁵ Every now and then when the baby is lying quietly in his crib awake, the mother or father should pick him up and play with him. The baby will learn that he will be picked up when he is not crying and ignored when he is crying.

2. *Early Care of the Young Mother*

Just after the baby is born, rest and quiet are very important. For several weeks the mother should have very few visitors and these limited to the immediate family. Anyone with colds or other illnesses should be kept away. The mother should remain in bed for about ten days. When first permitted to sit up she should do so in the morning and in the afternoon. As a rule, the diet for the first two days should be soft, including such food as fruit juices, milk, and broths. Then semi-solid foods such as custards, fruits, ice cream, cereals, and vegetables may be used, gradually working up to the accustomed diet.

Plenty of fresh air and sunshine is good for the nursing mother. The windows should be opened wide during the day and kept open at night. Regular exercise such as walking in the fresh air and sunshine should be taken daily but not to the point of weariness. Special exercises may be taken to prevent constipation and to

⁵ **Infant Care**, (Children's Bureau, Publication No. 8.)

aid the uterus in returning to its normal position. This should be done only by prescription or at least by consent of the physician. (For special exercises for keeping fit to nurse, see Bundensen's "Our Babies", page 4).

3. *Nursing the Baby*—Breast fed children usually are stronger and more healthy. Therefore, breast milk, no matter how little, should always be given when it is to be had. If mothers knew the dangers to which the baby is exposed during the first few months of life and how much breast feeding protects him, nearly all babies would be breast fed, and also would be given cod liver oil and orange or tomato juice after they reach the age of one month. The mother should have a simple, nourishing diet containing plenty of vegetables, fruits, cod liver oil, and a quart of milk daily. These foods contain vitamins which are necessary for growth and health and the mother passes them on to her baby in her milk. The mother should eat enough food to keep both herself and her baby in good health. Eating or drinking too much or too little is liable to lessen the amount of breast milk.

Out of every 100 babies that die during the first year of life, more than 80 are bottle fed. Breast fed babies hardly ever have bowel trouble. Diarrhea is one of the common sicknesses of bottle-fed babies. Every mother should nurse her baby not only for the baby's sake but also for her own. Nursing the baby will help the mother regain her health and strength. The baby's suckling is nature's way of bringing the mother's body back to normal. The mother has the best chance of staying well if she nurses her baby.

The milk may not flow freely for a week or ten days, especially with the first child or after a hard

labor, but the mother should not become discouraged. The baby should be put to the breast at regular times just the same. With proper care and patience the mother can almost always have enough breast milk after a short time. Do not be recklessly mislead into weaning the baby because there is too little breast milk at first. If even a part of the time and effort which is at present devoted to the study and practice of artificial infant feeding were applied to the conduct of maternal nursing, more infants could be nursed and nursed longer on breast milk than is now the rule.

4. *Character Building*—This bundle of possibilities so “mighty like a rose” to his adoring parents looks very small but is really quite sturdy. Almost all babies at birth can support their weight when hanging by their hands from a bar, some holding on for a whole minute. The new-born baby sees little or nothing and since objects do not mean anything to him there is no perception. A plug of mucus in the ear canal prevents his hearing ordinary noises. It will be long before he thinks thoughts or experiences longings, yet within a week he begins to respond appreciatively to something to him undefinable, invisible, all powerful, that which answers his cry when he is in trouble, whose arms hold him up, sustaining, comforting and loving. The mother has begun to lay the foundation for the baby’s religious life. In his first weeks a baby may learn to trust a universe which is orderly, friendly, and protective; pervaded by an intelligence, a spirit, which is love. This universe is the nursery, the spirit is his mother. Or he may find himself in a universe haphazardly run, where visitors may stop the order of events, or which his own cries may completely upset.

He may find that the spirit which pervades it is weary or hurried or anxious; preoccupied with many duties apparently more important than he is and soon he finds that his sustenance comes not from his mother but from a clean, sterile, inhuman bottle. The first deep impression is made upon his plastic mind which leads to fear, to nervousness, and insecurity,—the curse of a civilization which has lost its God.

5. *A Mother's Duties*—One reason for the failure of American women to be able to nurse their babies is the great amount of physical and nervous energy which is demanded of them. The mother who undertakes to wash and cook and clean; to entertain and go shopping; to cultivate a garden and raise a flock of chickens; and because she has no one with whom to leave the baby, takes him with her wherever she goes—to a long church service or to a visit late into the night or a shopping tour to town, probably is much too nervous to nurse the baby anyway. Perhaps nature is only wise to stop the flow of milk to keep the child from having a perpetual colic. Such a regime which is quite common in rural communities, would have seemed utter madness to Sarah and Rebecca of Bible times. Because of the Mosaic law, they were considered unclean for forty days and so were barred from social life. Nature has arranged it so that it requires about forty days for the uterus to return to its former, non-pregnant size and position. Until this is accomplished, the mother should be spared all physical and nervous strain. It requires two years for the body of the mother to fully recuperate following the birth of a baby. During this time she should, for the sake of her own health, but even more for the sake of the baby's health and deve-

lopment, live a simple and reasonably quiet life.

6. *The Pacifier*—The pacifier has suffered long and patiently from the attacks of reformers and the assaults of bacteriologists—but the factories which produce it are still running. Drinking, too, still exists in our country after a century of temperance teaching, largely because there are conditions which drive men to drink.

The lowly pacifier, if endowed with reason, might be eloquent in its self defense: "If mature, educated people with all opportunity for interesting activities, reach for a cigarette to steady their nerves, or chew gum endlessly, then why not the baby, who is unable to go about at will, reach for a pacifier? As far as bacteria are concerned, I can be sterilized better than most toys which the baby puts into its mouth. I give the baby something to do, which is essential for happiness and mental health."

The conditions which drive young mothers, in the face of public disapproval, to the use of a pacifier, need our consideration. Many a young mother, reading books on child care and training, makes this plea: "What can I do? If baby could have the conditions of quiet and routine as described here, he would not need a pacifier. But we are young and need human associations. We live miles from anyone who could, if we could afford the expense, stay with the baby. We like to go to church every Sunday, and we go out visiting at least once in a week, and must take the baby. Everyone in our community visits late, and so it is often near midnight when we get home. I often have to hold the baby, or even walk the floor with him out of courtesy to others. While I let him cry at home, if I know that he is all right and com-

fortable, baby has learned that when away, particularly at church, he has the upper hand."

This young mother is entirely correct in her implications that parents have "rights" too. It sometimes occurs, particularly after the first baby, that the young mother is so charmed by the soft, warm bundle placed in her care, or is sometimes so burdened with duties that she neglects both her husband and herself because of the care of the baby. This leads to trouble. Even though the very vital longing for motherhood has been fulfilled, happiness is not guaranteed at this, nor at any other time in life, unless growth continues. If parents would be parents in a true sense, they must grow up with the child—grow into the world of tomorrow in which their child will live. But primarily, the relationship between parents, the essential home of the child, which will determine very largely his emotional pattern, must be nurtured and cultivated quite as much as the relationship between parents and child.

There is much that a young mother, with the help of the community, can do in such a predicament. A nursery should be equipped in the church where all babies under a year remain, each in his basket, during the entire church service. Mothers may take turns staying with them. If this is started when the baby is two months old and is regularly continued, and if he is allowed to cry just as if he were at home (providing of course that he has been properly cared for) he will soon make up his mind to sleep. Have you noticed how often baby goes to sleep when Daddy holds him? Men don't expect anything else quite as much as we do, and their own serenity is imparted to the baby. A noise-absorbing ceiling for such a room would aid the minister in

maintaining the attention of young mothers. Baby needs to learn early to accept the ministrations of others, particularly of father. It may be quite safe to guess that the babies will present less difficulties to this proposition than will some young mothers, who "just can't bear to leave baby with anyone else" either because they are afraid, or else jealous that the baby might begin to take others into his circle of affection. This possessive attitude is harmful for both mother and child. Mothers need rest too, and need to hear a sermon without continuous fear of what the baby might do. Taking the baby to church and walking the floor with him does worse than merely driving the mother to use a pacifier; it upsets all the training that she has tried to give through the entire week.

In some communities parents take turns going to church, and with the possibility of attending church services by way of a radio, this arrangement would seem definitely preferable if a nursery cannot be maintained in church.

In regard to visiting too, the community needs to be educated. One would hardly think of inviting guests and not providing enough chairs for them to occupy. But often no arrangement at all is made for small babies, and young mothers are occupied holding them, or persuading them to sleep in their baskets amidst visiting groups. To take small babies visiting is always bad, but if one room could be reserved for them, where each baby would be put, immediately after the 6 P. M. feeding, and without further coaxing be allowed to go to sleep, the strain would be greatly diminished. Each baby should occupy his own accustomed basket. It should be superfluous to add that babies with colds should not

be taken out, both for their sake and for the sake of other babies who might be at church or visiting. Nine deaths out of each hundred in our country are due to pneumonia, and most of these are due to careless attitudes regarding colds.

Since we have become a "Nation on Wheels", visiting has become much more frequent than in former years. While children are small, parents need to count the cost of visiting. If a part of the time, the effort and expense were used to provide for more pleasing and satisfying living conditions, and if husband and wife would plan evenings together and for each other, the need for visiting outside of the home would be felt less acutely. It would give time, too, for reading; this avenue for culture which no generation in the past has possessed quite as we possess it. This would enable parents to be better informed in matters for conversation when they are visiting, and it would prepare them for the day when their children go to high school, and parents would still like to share their thinking.

With regard to pacifiers, we need to be re-educated concerning the baby's crying. It is not essential that the baby should always "Be good and not cry". After a long season of quiet, adults enjoy to join in a rousing song. A small baby can't sing, nor talk, nor laugh, nor work off energy. All he can do for a good stretching of his lungs is to cry. If babies have learned that crying does no particular good, that they are as well taken care of when they don't cry, (and are picked up more often), they will use it less than when they hope to gain something by it. When a baby needs something to do, playing with a simple toy, a rattle or a piece of crumpled paper, is much more educational than a pacifier. Babies

who are content to use a pacifier for any length of time during waking hours, which fortunately most babies are not, actually are less alert than the baby who is active.

Summing up the facts about the pacifier, they appear frankly thus: The baby who is fretful and is quieted by a pacifier would have been just as contented with a toy, excepting of course, if he has been taught to want a pacifier. The baby who is hungry or ill or uncomfortable will not be satisfied with a pacifier, but will demand that conditions be corrected. The pacifier is more a symptom than a fault. The conditions requiring such, or similar devices, however, need intelligent and vigorous correction.

Infancy

1. *Physical Growth.*—The first year of life is probably the most important because it is during this period that the baby grows most rapidly and undergoes the remarkable development that transforms him from a helpless little being into a baby who laughs, plays, stands, and tries to talk. He is still too little to imitate his parents enough so that they may see their mannerisms mirrored in him. But his days are spent copying, watching, and learning. He is as plastic as concrete which is being poured, so that by the sheer laws of nature, he fits himself into the pattern of his environment which his parents have prepared for him. He will remain plastic for some time after, but the pattern of life which he adopts during the first year is of all the years the most fundamental, and while later modified, is never completely erased. The training given in the home is the most important of all training given anywhere in the world.

If parents watch the baby for signs of development, they will see marked changes during the first three or four months. At four months the baby will be round and chubby. He will have nearly doubled his weight and have grown two and one-half to three and one-half inches in length. His head will have grown about two inches in circumference. The average weight of the baby's brain is about $\frac{1}{4}$ that of the adult. One-third of the increase takes place in the first nine or ten months and the rest of the increase is attained by the

middle of the third year. We readily observe the baby's physical growth, but his mental growth is so swift, so elusive and withal so familiar that its true wonder tends to escape us. The physical growth is comparable to the intellectual and emotional development, and the fact that the brain has achieved its adult size by the middle of the third year indicates the imperative need for good habits and good examples of adult behavior which he may copy, for his mental and emotional development is comparable to that of his physical development.

At four months, he is a real personality. He has learned to use his eyes and ears and other sense organs and is beginning to learn to interpret the things he sees and hears. He learns the meaning of taste and touch and pressure. He does this by accumulating experience with things seen, heard, tasted, touched, etc. It is important to appreciate how much of the baby's behavior that seems instinctive to the casual observer is really the product of painstaking learning. He "notices" the approach of a person, a change from one room to another, etc. At four months he sees with clearer discrimination, but still is not likely to notice an inch cube placed before him. When he does see it, he does not know how to grasp it, but with arms and legs and his whole body in motion he expresses his interest and his desire to get more closely acquainted. At six months he has progressed in his reaching technique and has achieved sufficient eye-hand coordination to pick up medium-sized objects. His joy in the exercise of his new accomplishment often produces a fascination for pins and specks of dust which distresses his mother. Between six and nine months the child stuffs everything

into his mouth, not because he is cutting teeth, but because the mouth is an acutely sensitive organ and serves to greatly enrich the number of touch sensations available to the baby. The thumb gains strength and individuality, and by the age of six months functions in opposition in grasping. He develops the ability of his hands by constantly reaching for everything within his range until at the age of three he can close his fist and wiggle his thumb, so great has his skill become.

The normal baby exercises constantly when awake. He gets a good deal of exercise by crying, as it expands his lungs thoroughly and stimulates the vigorous use of his arms and legs. A baby should not be so swaddled and wrapped about with clothing, shawls, and blankets that he can not move every part of the body freely. He should also not be left in his chair or carriage for long periods of time nor be fastened by his clothing or bed covers in such a way that he can not turn his body nor throw his arms and legs about as he wishes. Twice a day, at bathing time and at bed time, he should be allowed to exercise for ten minutes in a safe, warm place such as on a large bed with the mother watching him, or on a blanket in a play pen with almost all his clothes removed. He should be encouraged to kick and turn and as he grows older to crawl and pull himself about. Creeping is good exercise for the baby and helps to make the muscles of the whole body strong. Walkers which make the baby stand on his feet should not be used as he should be free to sit and rest whenever he wishes. If too much encouraged to walk before his legs are strong enough, he may become flat-footed, bow-legged, or knock-kneed.

2. *Outdoor Life*.—When the baby is two weeks

old put him out of doors for a short time, a half hour to an hour every day if the weather is pleasant, increasing the time gradually until he is staying out most of the day. Hardly anything will do more to insure healthy babyhood than outdoor life and the result will well repay whatever trouble is necessary to give the baby this advantage. If the temperature falls below fifteen degrees Fahrenheit in winter, the baby must not be out of doors unless he is in the sun. On sunny days he may be put out for several hours in the middle of the day in a sunny corner of the porch or yard protected from the wind. The temperature in such a protected sunny corner will be forty to fifty degrees higher than in the shade and if properly wrapped, even a very small baby can go out of doors on every sunny day in winter. In summer the baby should be kept in the shade during the hottest part of the day.

3. *Speech*.—From two months of age his development of control of the vocal apparatus progresses steadily. He has mastered most of the vowels as well as a few consonant sounds before he is four months old. At six months he can combine some vowel and consonant sounds like “dah”, “bah”, “ugh”, “ma”, and seems to have learned to guide his vocalizing by his ear since he sometimes stops in his vocal play to listen and then tries to repeat the last sound that he made. Often he repeats “da, da, da” which may lead his parents to think that he is meaning to designate his daddy whereas he is doubtless only exercising. By the age of nine months, the random and meaningless characteristics of the babbling seem to become softened into the rhythm somewhat similar to the rhythm of flowing speech and closely resembles the rhythm of whatever speech the child

hears. Most parents have an impulse to talk to their children while bathing or tending them. This fortunately is a parental impulse which should be obeyed, since it provides the child not only with a model for rhythm during early infancy, but with a model for vocabulary as his development progresses. Most children have developed a sufficiently discriminating reaction to language to permit recognition of their own names by the time they are six or seven months old, and by the time they are eight or nine months old to understand either the word "no" or the tone in which it is spoken when it is used to forbid action.

4. *Emotional and Social Growth.*—The newborn infant has no conception of himself as a person nor of other people as different from any of the sense impressions which come to him. When he is hungry or in discomfort he cries with no thought that a person or persons must come to his relief, but only that eventually he is relieved. Strange as it is, he seems to begin to notice other people sooner than he becomes aware of himself as a clearly defined entity. It requires many weeks, even months of experimenting with his hands and ears and toes until he is convinced that they all belong to him; that unlike his nursing bottle or his mother or his basket which are sometimes there and sometimes absent, his hands and feet and all of his person are always present and are all in one piece. Most children of six months differentiate between familiar persons and strangers. By eight or nine months they show fear of strangers if too unaccustomed to them or if there has been an unfortunate experience with them. Infants should see people other than mother and father often enough to prevent fear of strangers, but should be protected from persons

who insist upon poking, tickling, and jogging them. It is not wise to make feeding time the time for visitors. Eating and going to sleep are serious occupations for infants; there should be no overstimulation or distractions mixed with these activities.

A child of nine months seems to know when the conversation concerns him. It is certainly unwise to discuss a child in his presence after he is a year old. Adults should not make a practice of addressing all the conversation to the child, or of letting it all center around him, whenever they are near. If they do not avoid this very natural temptation the child may develop a false idea that all the conversation in the world must be about him, since all the conversation he hears centers around him. He should learn early that people talk about other things and have other interests—even when he happens to be awake. Lessons which teach a proper sense of proportion about one's own importance in the world cannot be begun too early.

A child is never too young to begin to carry his own weight in the social scheme. At a few weeks he must learn that he may not keep adults dancing attendance whenever he cries. At three months he should amuse himself for appreciable portions of his waking time. At eight months he can creep after his own toy when it rolls away from him. He must under no circumstances be permitted to develop into a bossy baby who demands constant service regardless of the inconvenience he causes other people. Important lessons in self-control and in consideration for others should have taken place before he is a year old—those traits of character which, though very hard to learn, are indispensable to a well-rounded and healthy personality.

5. *Toys*.—Since a baby wants to put everything into his mouth, all his toys must be of the kind that can safely be used in this way. They must be washable and must be without sharp points or corners to hurt his eyes. They must not be small enough to be swallowed or have loose parts such as bells that may come off and be swallowed or be stuck in the ears or the nose. All toys should be washed daily.

A baby should never have more than one or two kinds of toys at one time and they should be simple. A few clothes pins or spools on a string or a little rubber doll that squeals will please him more than an expensive toy. A small baby requires days to explore even a simple toy. He should be given time to do this before he receives another toy.

As the baby gets a little older he will need toys with which he can learn to do things such as blocks, a cup and spoon, a pie pan, a box with cover which he can take off and put on easily, a large ball, a small horse and wagon to pull along the floor, a string of large wooden beads and a cloth picture book with large colored pictures of familiar animals or common household objects. Tie the toys to the crib or pen with short pieces of tape and let the baby find out for himself how to get them back when he has dropped them. Do not constantly pick up toys or he will throw them down just to see you pick them up.

A few minutes of gentle play now and then is good for the baby. However much of the play that is commonly indulged in is much too exciting. It is a great pleasure to hear the baby laugh and crow in apparent delight but often the method used to produce the laughter, such as tickling or tossing, makes him irritable or restless. A small baby when he is awake, preferably for a few minutes

before feeding, should be taken up and held quietly in his mother's arms in a variety of positions so that no one set of muscles becomes over tired.

The morning is the best time for play. Play in the late afternoon must be quiet and gentle, otherwise the baby will be over-excited and his night rest may be disturbed. Play periods should be very short when the baby is little. He should learn early that feeding and sleeping times are pleasant but serious occasions not meant for play.

The older baby should learn to play for half an hour to an hour without interruption by the mother. He should be put in his pen or crib and given one or two toys tied by long tapes to the crib and then left alone. As he grows older, this becomes more and more important. It is not good for a baby to be interrupted or amused or waited upon all the time. He must learn to do things for himself.

6. *Sleeping Habits.*—Sleeping habits formed in early childhood may continue through adult life. Every night at exactly the same time immediately after the six o' clock feeding, the baby should be put into bed while still awake. The room should be well aired, the temperature comfortable and the lights out. Then he should be left alone and the door to his room closed. If this routine is followed without interruption from birth, the baby will learn to go to bed without complaint and will not cry to be picked up.

If the baby is allowed to go to sleep in his mother's arms or if he is rocked to sleep before being put in his bed, he will not associate the act of being put to bed with going to sleep. He must, therefore, be awake when put to bed and must go to sleep there. Parents must not start

the habit of coaxing a baby to sleep by rocking him, walking with him, holding him, lying down with him, or holding his hand after he is in bed. He should not be put to sleep with his bottle. He should never be given a nipple to suck or anything else to put in his mouth. If any of these habits are started, they will be hard to break and may some time interfere with the child's sleep. Much difficulty with sleeping in adulthood can be traced to infant habits. If an act is not repeated more than twice it cannot become a habit. A child who has formed any of these habits has been taught them by his parents who have given in.

7. *Feeding*.—The way the baby is fed during the first year of life may make him either strong and healthy or weak and sickly. For this reason, a physician, experienced in the care and feeding of infants, should be consulted once a month during the first year. The baby should learn soon after birth to take food at regular hours by the clock and to be satisfied when fed only at these times. If the mother invariably gives the baby his feedings at the times decided on and if she is invariably firm in requiring him to wait until the hour for feeding arrives, the average baby can be trained very early in life to wake regularly for food and to sleep or to play quietly most of the time between feedings.

8. *Toilet Habits*.—This "bundle of possibilities" soon becomes a bundle of habits. Babies soon develop their individual rhythms in regard to bowel movements. Training of the bowels may begin as early as the end of the first month. It should always be begun by the third month and may be completed during the eighth month. To begin the training the mother should notice

at what time the baby soils his diaper. The next day at that hour she should hold him over the chamber to start the movement. When the mother sees the baby is straining as if trying to have the bowel movement which often happens during nursing, she should lay him on his back on a towel of good size. The pot should then be held firmly against the baby's buttocks. If after waiting patiently for a few minutes the bowel movement does not take place, nursing should be resumed. After nursing is finished the baby should again be placed across the mother's lap. (See Bundensen's "Our Babies" on how to use a "soap stick", page 36). He will soon learn to associate the sensations of touching the pot with eliminary processes. As soon as the baby is able to sit up alone (about six to eight months) he should be taught to use the nursery chair. Bladder training comes later than bowel training. The development of voluntary control depends upon a number of factors. The nervous mechanism necessary for control is not fully matured at birth and its further development is necessary before control can be gradually achieved. The child must have developed sufficiently to recognize the sensations of pressure in the bladder and the rectum and to remember the sensations of voiding and must be able to retain a state of muscular tension until the appropriate place and time for elimination can be reached. It is, therefore, absurd for mothers to boast of having children trained in bladder control at the age of several months. The mother may have good luck in anticipating accidents, but the control is hers, not the child's. In regard to bowel movements, the rhythm is more easily established and can therefore be appropriately met.

Histories taken in regard to toilet training of many nursery school children indicate that serenity and system on the part of the mother are two of the most important factors in the situation. Irritation, punishment, worry, anything which has upset the serenity of the relationship between the mother and the baby hinders toilet training. Urging and encouragement tend to distract the child or make him over-anxious. He will often succeed when left alone.

By the time the child is a year old he is getting some understanding of words. Therefore, begin to associate a chosen word such as "toilet" with the act. It seems better on the whole to adopt some direct, but inoffensive, phrase and one that can be used with no other significance for the child. A child's reactions to eliminative functions will be largely conditioned by the attitudes of the adults in charge. Eliminative processes involving as they do relief from bodily tensions are normally pleasant and are almost always so regarded by the child. Yet many adults have themselves been conditioned to feel shame and disgust in connection with such functions; they must therefore recondition themselves or else they will convey their own unfortunate attitudes to their children. A large percentage of the cases of chronic constipation in adults is due to psychological and nervous factors. By training the child, not only in right habits, but in right attitudes we may help to avoid such later difficulties.

9. *The Nursery*.—A nursery, a room of his own, shared with other children, but never with adults, is a great help in child training and development. It is a great saving in physical and in nervous energy for the mother, also, and so is worthwhile its cost.

Adult living rooms are not the place to teach good habits to the child. Waxed floors cause him to fall, increasing his timidity and often leading to fretfulness. To interrupt a child once in every ten minutes telling him not to handle certain objects or to do certain things, violates the child's very nature, for between the age of six months to three years, everything within reach calls to him saying, "Touch me, hold me, taste me, bang me up and down, etc." A child, so often interrupted in his play, can not begin to form any worthwhile play habits. Play is a child's form of work and perhaps the greatest character building phase of infancy. Just as we would be unable to accomplish anything in our work if someone stopped us every ten minutes and changed the direction of our activities, so the child who lives in mother's kitchen and living room, soon becomes so discouraged in his activities that he doesn't know "what to play" and gets into mischief and fretfulness. Habits of contentment in work and routine activities are one of the main ingredients in happiness and in a healthful mental life. This disposition is not inherited but is acquired. A child may learn in his nursery to entertain himself, to develop purposes and interests and early develop his personality. Or he may, if this privilege is not granted, become fretful, easily annoyed, teasing, bothering others, not knowing how to pass his time unless someone else takes the lead in entertainment.

Parents would not hesitate to merge living and dining room into one in order to make room for a nursery if they understood how our adult rate of living tires a child. Small children are excited by many things which seem unstimulating to us, such as a large variety of toys at one time, constant amusements, motoring or music. This

excitement induces fatigue which leads to fretfulness. This in turn gets a busy mother "on edge" and unpleasant and actually detrimental scenes result caused by no fault of either mother or baby. The living conditions were wrong.

The child thinks slowly and vaguely, but is intensely absorbed in his experiments. One child in nursery school was observed to put a lid on a can 79 times in succession. In the kitchen a busy mother probably would have called to him by the time he banged that lid the nineteenth time, "Stop that noise, Jimmy". Or if she were mindful of his rights would have "redirected" his interests in a more agreeable way. In either case, he was stopped in the learning process. The continuous company of parents and children is detrimental to the activities and achievements of both. It leads to timidity in the child, causes him to depend upon mother to tell him "what to do" (since she is continually telling him what not to do), and encourages a fretful disposition. Mother has enough to do without continually keeping an eye on the baby. Many "don'ts" make it difficult to enforce any of them. Perhaps nine-tenths of all disciplinary cases result because the baby is put into an adult environment. Many physical injuries also result from this.

"But baby doesn't want to stay in the nursery. He is a social being, too", mother replies. The success of this plan depends largely upon the system which is used. It will help, if from babyhood (one month) on, he is accustomed to being in the nursery, there receives what visitors he has, and has a variety of suitable toys with which he can do a great many different things, goes out riding or walking with mother (in his carriage and not in crowded streets which excite and over-stimulate him),

visits his mother in her living room occasionally as a person without his toys, though he may take a dog or a doll which is more of a companion than a toy. Mother, too, doesn't take her pots and pans when she goes visiting, and baby can learn early the art of social intercourse as a person. If his toys remain in the nursery or on the playground he will think of them as his work shop. Mother should "visit" him at least once a day as a social visit, to take an interest in his activities.

10. *The Baby's Spiritual Development.*—A child's brain achieves the mature size by the age of two and one-half years. He has, by that time, achieved 50 per cent of his physical stature. If it is true as one of our leading dieticians says:⁶ "One year of good feeding at the beginning of life is more important than ten after forty", it is also true that his teaching regarding God and the good during his baby years are as important as a degree from a theological seminary in adulthood.

But what can you tell the baby about God? At one year a child can recognize names for a few familiar objects, but to try to teach names of objects which he can not see or handle would be only confusing. Parents who exemplify in their daily lives and under the stress of duties and difficulties the attributes of God, namely peace, loving-kindness, understanding, and patience with baby's awkward ways of learning, forgiveness for his blunders, encouragement after his failures, orderliness and system, (we set our time pieces by God's activities) are teaching the child about God. Truly we are God's ambassadors, not only to humanity but particularly to children. How tall and big and almighty daddy looks to

⁶ Mary Swartz, Rose, *Feeding the Family*, 1921, The Macmillan Co., N. Y.

his little son. "There is nothing daddy can't do" thinks the little lad. Daddy and mother folding their hands and bowing their heads in reverent acknowledgment to a higher power teach the baby about God.

During his first year he learns about evening prayer and forgiveness of wrongs, if mother for a little while holds him in her arms soothingly, quietly, blotting out all memories of hurry or anxiety or unpleasantness of the past day. Then after he is put in his crib she remains by his side folding her hands (an emblem to the baby) and bowing her head in recognition of a greater power unseen to both mother and the baby. At one year of age, a child who loves and trusts his parents and finds understanding, sympathy, encouragement and wisdom in them, is receiving an excellent foundation for the building of religious life.

The Child from One to Three

1. *Out of Babyhood into Childhood.*—Fathers and mothers do not always realize how important to the child's future is the growing up that he does between the first birthday and the sixth. They may give the baby the best of care and the older children the best of schooling, but may fail to understand how much the child is growing in mind as well as in body during this in-between period called the "pre-school years." Sometimes they even hinder his development by encouraging baby ways when they should be encouraging independence and free activity. In the previous chapter we noted the rapid change during the first year. Psychologists say that a month in the life of a child in the pre-school period is packed so full of new experiences that it is like many months in the life of an adult. With the help of each new experience he tries to understand the next one. This is how he develops.

Think of him at six years ready to go to school. He talks, plays, feeds himself, and dresses and undresses himself. He has learned to play with other children of his own age and to combat with them. He learns these things only by doing, not by having things done for him. Only as he has learned is he ready to meet the new ones of school successfully. The child who is a cry baby in school, a sissy, or a poor sport is usually the child who was babied at home too long, who was not taught independence and courage in his first years.

Parents should have some understanding of how fast a normal child develops in height, weight, and mind. They must understand, too, that children do not all grow and develop alike. Some are tall, some short, some weigh more than others at a certain age, and some have quicker minds, some have nimbler fingers, some have special talents. Each child must be helped to develop to the fullest extent of his individual possibilities. The average child needs thoughtful consideration as well as the frail child or the slow child or the unusually gifted child.

At the age of one year, walking is the most spectacular accomplishment. Most people fail to catch the significance of failure to splash in the bath at three or four months of age, or to oppose the thumb in grasping before six months, but few people are undisturbed if their child fails to walk by the time he is eighteen months old.

The development of courage or timidity is a by-product of walking and other motor learnings. If we regard the degree of satisfaction accompanying an act as evidence of the innate character of that act we can scarcely dispute the innateness of the urge toward locomotion, at least in most children. The number and severity of bumps that some children take, without complaint or discouragement in the process of learning upright locomotion, seem proof of intense absorption. We miss an excellent opportunity to teach physical courage if we curb his freedom or seem too concerned over his bumps during this absorbing learning period. When a baby learns to walk, he learns how to meet and to face life, for life is a matter of bumps and bruises and getting up and going on. Some children become so

timid that ever after they hesitate unduly before undertaking anything that involves a risk or that may bring some pain. At this time the child should be taught to look ahead beyond immediate difficulties.

Another emotional factor which hinders walking may be too great anxiety on the part of adults because the child is slow in walking. There are many other skills a small child may practice, and he should be gently encouraged but not forced to walk until he tries to do so of his own accord.

2. *Equipment for Motor Development.*—In considering the increased activity which accompanies the growth of the infant it seems important to mention the value of equipment involving the use and growth of muscles. Equipment in the yard or playground for a child of nine to eighteen months may offer many opportunities for development of motor control and motor coordination. The sand pile with dishes, spoons, and sieves, activities of pouring and shoveling sand with pails for carrying are all valuable aids in development of finer motor coordination. The equipment out of doors develops in the very young child a sense of balance and surety about his own body. Climbing up and down steps and slides, climbing over packing boxes, climbing up and down stairs, (his mother should show him how to climb down), all necessitate the use and development of the larger muscles of the legs and arms and back and develop a surprising agility at an early age. Children will not develop fear even after a few tumbles if mothers do not express consciously or unconsciously such fears. To say to a child, "Look out, you are going to fall", any time he tries something new hinders both his physical and emotional develop-

ment. Mother should rather help him with difficult undertakings so that he may develop reasonable caution. There are things in life that should be feared, but a baby has a right to know why they are feared, and he should be helped in the understanding of the things that he fears. Then he can intelligently progress.

The child should have a place of his own in the home where he may be surrounded by his individual possessions and equipment. By eighteen months he enjoys carrying large blocks back and forth and is developing an increasing interest in building with blocks. Everyone is acquainted with a baby who, when first creeping, finds his way to the kitchen cupboard where he loves to pull out the pots and pans and manipulate covers, parts of double boilers, etc. There are few experiences available to the young child which are more educational than playing with mother's pots and pans. Since most mothers, however, might consider the tuition somewhat high, cans and boxes with lids of various sizes and shapes could easily be provided for him. As nearly as possible she should allow the child to explore at his own will and if his enterprise is not continuously interfered with, he will not lack the spirit of adventure.

The newly achieved ability to get around permits a tremendous increase in his intellectual horizon. He need no longer wait for things to come to him or to be taken places; he can now go to new scenes of his own volition. Everything seems to offer him possibilities for new sensations. Mother's dressing table, father's desk, and the kitchen cabinet lure him irresistably. He is learning to use his hands and has a tendency to balance the movement of one hand by the other. We see him feeding with one hand and duplicating part of the move-

ments with the other, or stirring in the sand box with one hand and making circular movements in the air with the other. As he grows up, he learns to use two hands together in cooperative, not duplicated, movement.

3. *Sensory Development.*—At about the age of two, the sense of touch is concerned with the discovery of hardness and softness, of roughness and smoothness, of warmth and cold, and with the “feel” of various textures. Children at this age are usually alert for opportunities to touch fur, rubber rain coats, figured material to see if the figures stand out, starched cloth, silk, the woven pattern of a wicker chair, anything which offers information of how things feel.

He is also learning to judge the size and weight of objects. By the time he is two years old, he has learned fairly accurate judgments in size, but can still be seen trying to sit on a tiny doll’s chair and looking surprised when it fails to support him. Since he sees himself least and has less opportunity to judge his own size in relation to other things, he is seen making mistakes of judgment of his own size even up to his fourth birthday.

The two-year old child is just beginning to have an appreciation of the difference between a triangular, a circular, and a square block if all are about the same size. He may try to fit a triangular cover on a round pan or a square pan inside of a round one. He discriminates between the pictures of familiar animals and says “bow wow” when he sees the picture of a dog, but his perception of detail is of so little importance that he recognizes these pictures as readily up side down as right side up.

Imperfect judgments are often a source of trouble for young children. They reach to pick up a pail with the same free gesture they have seen adults use and are astonished that they can not lift it. It is not at all unusual to see a two-year old child upset himself because he has prepared to lift a heavy object only to find himself lifting a light one. Often he attempts to lift things he can not move at all. One day he seems to have discovered that big things are the heavy ones and little things are light only to find that some big thing upsets him because it is light, and some little thing can not be moved no matter how hard he tugs at it. Many times he must conclude that he lives in an arbitrary world bent upon teasing him. It is slight wonder that two-year old children suffer a brief period of temper tantrums almost as surely as they become two years old.

4. *Emotional Development.*—At this time parents have an opportunity of teaching the child how to develop the anger impulse. Anger, like love and fear, should grow and not be blindly suppressed. His misjudgments of size, shape, distance, weight, etc. often involve pain or disappointment upon him. He encounters a multitude of occasions which thwart his activity and prevent him from carrying out his desires. Being only two years old, he reacts directly and primitively, but he must begin to grow up. Some people never grow beyond the two-year old behavior in anger. They become furious whenever thwarted in any way, are unable to tolerate resistance to any whim which possesses them. They express their anger in the two-year old manner. Sometimes these are unmistakable two-year old tantrums in which the individual shouts at people, cries, kicks doors,

throws anything within reach, or directly attacks the person of the one who aroused his anger. Frequently the tantrums are disguised. The individual sulks, assumes a "hurt" attitude, has a "heart attack", faints, complains of pain, thus endeavoring to make the offender sorry and inflicting mental rather than physical hurt upon the person who aroused resentment. One tyrannical and thoroughly spoiled woman of sixty ruled her son whenever he displeased her by throwing herself upon her knees and praying God to forgive such a thoughtless boy. Another father ruled his family by throwing fainting fits whenever any member of the family dared to resist him in any way. In both these instances, prayers and fainting attacks deserve no other name than temper tantrums.

People who have grown to maturity in anger become angry only when they suffer injustice or when they sense that injustice and tyranny are inflicted upon others. The fighting impulse should not be killed since we do not wish an individual to be too long-suffering, but it should be guided from the physical to the spiritual level and should come to serve as motivation for worthwhile accomplishment. We live in a society of adults, many of whom are complacent and long-suffering in the presence of wrong and social injustice because they were taught in infancy to repress anger rather than to use it constructively.

5. *Language Development.*—Children who have the advantage of having parents who do not talk baby talk and who encourage a small child in using correct words and correct English develop an enormous vocabulary during the pre-school years. In a study made of 273 young children, it was found that at one year the av-

erage vocabulary is three words, at two years, 272 words, at three years, 896; at four years, 1540; at five years, 2072; and at six years, 2562. Another study showed that a three-year old child used 11,623 words in one day and the four-year old used 14,930. These figures lead us to appreciate something of the amount of language learning and the opportunity for language teaching that takes place during the pre-school years.

Language develops by fairly definite stages. At first the babble stage, then a period of echoing in which the child repeats all speech heard, then the egotistical stage or monologue when he talks to himself, thinking out loud, then the naming stage when he asks for names of many things, then the why, when, where, and what or the question-asking stage. The following sample of a conversation⁸ of a two-year old child at the dinner table shows how practice with names as well as with sentence structure is achieved. It serves also to demonstrate the tendency of this age to lapse into monologue. Peter is given his dinner. He asks, pointing, "What's that?" The answer is, "Potatoes." Peter echoes, "Yes, tatoes." Then, "What's that?" Again he echoes the answer, "Spinich." "What's that?" This time he echoes the answer and practices the others, pointing to the appropriate object in each case; "Liver, tatoes, spinich." He begins a monologue: "This is liver. This is tatoes. This is spinich." Then he adds practice with sentence structure. "Petah eat his liver. Petah eat his tatoe. Petah eat his spinich." This monologue with variations persisted through the meal, so that Peter practiced the words "liver", "tatoe", "spinich" well over twenty times each. The question-asking stage is sometimes regarded

⁸ Rand, Sweeny, and Vincent, *The Growth and Development of the Young Child*, 1935, W. B. Saunders and Co., Philadelphia, Pa.

by parents as amusing, sometimes as annoying. Occasionally it is regarded as it should be, namely, as a serious effort to extend vocabulary and to gain information. Often they are attempts to clarify the hazy territory between reality and imagination. A child's questions should be answered. One can readily recognize in the intellectual and emotional development of a child whether his questions are answered intelligently and fairly, or whether his intellectual growth is discouraged by a busy parent who does not have time to answer children's questions.

6. *Sleep*.—At one year, the baby requires between fourteen and sixteen hours of sleep. A child should be in the right frame of mind when he goes to bed. If he has been unduly excited it is difficult for him to relax. The bed should be comfortable. The baby's bones are pliable and while he will sleep on a bed that is unfit, fatigue and sometimes difficulties in posture may result. The baby that has had the right training during his first year will have acquired good habits of sleep.

Emotional factors influence sleep as children make adjustments to their environment. The attitude of children toward sleep should always be pleasant. They should not be punished just at bed time; most cases of discipline at that time are due to fatigue anyway. There should be no suggestions given of fear connected with the dark or of being alone. Adults must not talk of sleeplessness before children. Too great excitement just before bed time makes sleep more difficult. Over-solicitude on the part of parents and constant demands by the children for attention after going to bed at night indicate poor training and interfere with good sleeping habits.

The child must cultivate independence of any particular environment or association with sleep and must

be able to disregard factors in his environment which if they were allowed to do so might prevent sleep.

7. *Eating*.—It is necessary to teach the young child to chew solid foods. This should be done at an early age and it should be remembered that this is a process which is learned by the child and is not instinctive. Often the process is unintentionally reversed and the mother may think the child is trying to spit out the food when he was only having difficulty with his tongue. Feeding must be a matter of principle and not of impulse. A baby's needs are to be judged by the doctor's prescription and the clock and not an adult's inclination. He should learn early that eating, while enjoyable, is not a pastime or a time for play, but rather that we may grow and be physically fit. This attitude learned in childhood would be very beneficial to many adults today who eat indiscriminately and excessively, disregarding their health.

The attitude of adults to the child at mealtime is important. A child whose meal times have always been treated in a matter of fact way is not likely to develop faulty food habits. Wholesome food properly prepared and given to the child without special comment but with that attitude that, of course, he will eat it, usually produces the desired results. If the food is not eaten after a reasonable interval it is probably best to remove it. If the child is still hungry, he usually learns by experience and eats without delay at succeeding meals. Such a procedure carried out calmly will do much to prevent feeding difficulties. The child who finds that by refusing his food he can create an exciting emotional situation centering every meal becomes the occasion for a scene of coaxing, ing about himself tends to repeat this behavior until tears, threats, or anger, upsetting to both the child and

the adult. Missing a meal or two is far less likely to harm the child than are such emotional scenes often repeated. It is unwise to discuss food dislikes in the child's presence. Children are quick to imitate their elders especially those of whom they are particularly fond, and a chance remark that "Mother can't drink milk" or "Father simply won't eat spinach", may be the unwitting cause of the child's refusal of food.

When children have developed capricious appetites or prejudices toward certain foods they will employ many ingenious devices to avoid or delay eating their food. Very slow eating, chewing but not swallowing, leaving the table to go to the toilet, playing with food, and excessive conversation are often schemed by the child so that he may not be required to eat. Denying the child his dessert until the main course is finished or removing all the food and refusing more until the next regular meal if the delay is extended have been found usually to be successful procedures in situations of this kind. The child from one to three needs more than three meals a day. A hungry child becomes a tired and fretful, and often a naughty, child. If the child eats with his parents at regular meal time he may have a lunch of milk and toast in between. While the child is still learning to eat it is helpful for him to eat most of his meals at a small table and chair suited to his height where he can develop table manners and learn to feed himself without causing much disturbance or attracting much attention at the family table. Many difficulties are thus avoided also because the child is not allowed many items on an adult menu. Whichever plan is followed at meal times, they should be regular. New foods should be introduced in very small servings until the child has developed some liking

for them.

Most child specialists advise that even after the child is feeding himself fairly well, he should continue to eat alone or with the older children for a time, not with the family. The greater confusion of the grown-up's table is undesirable and even more so are the comments made about his not always successful efforts. Such remarks as "Look out, that child is going to spill the milk," or "Heavens, what a mouthful!" are not only bad for him but annoying and distracting to the whole family.

Perhaps opinion will again swing back from this extreme. Children can learn much by being with their parents at the table. However, if the mother has so many duties in waiting on the children that she has to eat hurriedly, she will hardly remain undisturbed over the accidents which learning children unavoidably have. Meal time should not be a time of nervous tension and scolding. In some homes this arrangement has been found helpful: Children eat with their parents at breakfast and dinner, but have an earlier supper, since pre-school children should be in bed by 7 P. M. This arrangement also grants to parents the privilege of being alone for one meal, and if done with thoughtfulness it can be helpful in maintaining some of the spirit of courtship which is so easily lost under the pressure of duties.

When the child has acquired sufficient skill in eating so that he may take his place at the family table without too much disturbance to him or to them, he should sit on an ordinary chair with a high cushion that will enable him to reach his food comfortably, and a tray should be put under his plate and cup so that if he should spill anything it would not matter greatly. He should sit next to some grown person who can give

him what help he needs and he should not get special attention from others.

It should be realized that some children naturally have better appetites than others. If a child shows the signs of good health and gains weight steadily and if he is eating a well-planned diet his mother should not worry because he does not seem to want as much food as some other child. He may not need so much. Little children imitate grown-ups. Eating habits are not inherited. The child who, as a baby, has been fed at regular intervals and has received a variety of vegetables and fruit and cereals during the later part of his first year usually presents no special feeding problems unless he comes in contact with people whose fussiness about food he learns to imitate.

Because of poorly balanced menus we, the world's richest nation, send between 30-40% of our children to school, suffering seriously from malnutrition.⁹ Gertrude Biehuber reported in Nov., 1925, a study of the health habits of 621 children in 36 one-room schools in Washenow County, Mich. Over 34% of the children ate no vegetables in the winter, 24% used no milk in their diet 48% drank from one to three cups of coffee daily, 36% never opened their windows at night.¹⁰ Today university students who have been raised in villages and on farms show more physical defects than those raised in large cities.¹¹ Unhygienic eating habits and unbalanced diets account for a good deal of this.

8. *Imitation*.—The child copies what he sees and

⁹ Jesse Fiering Williams, *Hygiene and Sanitation*, 1935, third ed., W. B. Saunders and Co., Philadelphia, Pa.

¹⁰ Smiley and Gould, *A College Text of Hygiene and Community Hygiene*, 1937, Rev. ed., The Macmillan Co., N. Y.

¹¹ Smiley and Gould, *A College Text of Hygiene and Community Hygiene*, 1937, Rev. ed., The Macmillan Co., N. Y.

hears. By the time he is two years old he begins to show us our own mannerisms. We find him playing house-keeping, traffic cop, hospital, duplicating as faithfully as he can the activities, gestures, tones and other incidents of adult behavior which have happened to attract his fancy. He is rude with the rudeness of adults whom he admires or courteous with the easy grace of the fine example of those he loves. He speaks clearly and accurately or mumbles bad grammar and profanity. He is neat or untidy, quiet or boisterous, truthful or sly at least in large measure according to his example. Nearly everything a child does he has seen someone else do. He learns to slap by being slapped. "Thank you" and "please" are used most by the child who hears them. Listen to the small child's conversation over his toy telephone and you will hear in it a reflection of your own. He uses the very intonation and phrase he has heard used whether one of courtesy or one of ill temper.

So, too, fears and likes and dislikes begin as imitations of the feelings of others. They are not inherited, though mothers sometimes think they are. A child will be afraid of a spider or a worm if he has seen his mother afraid of it. Whether his mother knows it or not she has shown her fear, if only in her manner.

A child does not pick up bad habits any more quickly than he picks up good ones. He imitates all kinds of behavior. The emphasis placed on a "bad" one by the distressed parent often fastens it the more firmly in the child's mind.

9. *Self Reliance*.—Skill with his hands develops rapidly from eighteen months to three years of age. At

two years a child can scribble, cut gashes in paper with scissors, can string fairly small beads with a needle and thread and can pile four or five blocks into a tower. At three years he can copy a circle with a pencil, can build a high tower with his blocks, can set a low table neatly if told what to put on it, can carry a tray containing a plate or bowl, feed himself neatly with a fork, can wipe up spilled things without aid, dust, help care for a pet animal and wipe a number of dishes. He can wash himself efficiently, turning the water into the bowl, soaping backs and fronts of his hands, using a wash cloth for his face, wring it out and hang it up on his own hook. He can manage the front buttons of his clothing at the toilet and can undress himself with the exception of difficult buttons and fastenings, hang up his clothing neatly in the closet and put his shoes under his bed.

These skills by which he cares for himself depend, of course, on the character of his clothing and the nature of his surroundings. He cannot unbutton tiny buttons with small or concealed button holes, he can not hang up his own coat or suit unless there are proper loop tapes on which to hang them and hooks in the closet low enough for him to reach. He can not care for himself in the bathroom unless he has a box light enough for him to move about, steady enough so that he will not tip over when he stands on it and high enough so that he can reach the toilet or the faucets of the basin. He will not learn respect for other people's towels and wash cloths until he has his own and a place within reach to hang them. Independence, general physical health, and intelligence are necessary to learn these skills but they should be begun before the age of three.

There is a great temptation to do everything for a child in order to keep him entirely dependent on us as adults and consequently helpless without us. It is a subtle way of fastening him to us. Few parents would do this even for the emotional gratification it affords them if they realized how seriously they handicap the motor, mental, and emotional growth of the child by refusing him his independence as he is capable of assuming it step by step.

10. *Play Equipment.*—Equipment for children from eighteen months to three years of age should be simple. Added to the toys listed in Chapter four, he will appreciate dolls, a carriage, a doll bed, and a cloth for covers, clay or a bit of mother's dough, from the baking, paper and pencil, and various animals. The list could be extended indefinitely. The main principle to be followed is that the material should not be useless mechanical toys but materials which challenge him to resourceful activity and which encourages either general bodily activity or skill with his hands. They should provide for the developments of perceptions and judgments, should teach techniques for expressing himself, and opportunity to care for his physical needs. He should have the privilege of helping about the house or the yard. He should have other children to play with, plus simple equipment which should provide even as early as eighteen months a sound background for physical, mental, and social growth. The child should be given a drawer or a closet shelf where he may keep his toys. A sense of responsibility for toys, a sense of ownership and an appreciation between mine and thine can so be developed.

11. *The Child's Spiritual Development.*—The child at two years appreciates hearing stories. They

must be very simple and short and must be frequently repeated. Psychology teaches that a child remembers 10% of what he hears, 50% of what he sees, 70% of what he says, and 90% of what he does. This explains why children ask to have the same story told over and over. Even after they know it by memory they want to hear it again and again. The child's thinking is vague and many questions arise in his mind which he does not know how to ask.

There is a good deal of discussion in the literature of child care and training as to whether children should hear fairy stories or not. On the whole children of the stable and extrovert type are unharmed by the traditional fairy stories and usually delight a great deal in hearing them. Probably no writer would recommend a steady diet of fairy stories. Children are too easily and too profitably entertained by stories from every day life, simple stories about little boys and girls who get up cheerfully in the morning, go to the bathroom and brush their teeth, drink a glass of water, take off their night dresses and so on through the routine of the listener's day. Such stories will engage the attention of nearly all children from two to four or five years of age. Much that is worthwhile can be injected into the story by way of an example or moral, but moralizing should never be overdone lest it loses its value. Many stories from the Bible are suitable to be told to the child of two or three. They, too, should be simple and not introduce articles or animals with which the child is thoroughly unfamiliar. Most Bible stories have some phases which make up an acceptable story for a small child. He is still too young to receive much religious instruction although he is capable of receiving religious impressions. At all times he

will gain his thoughts about God from what we are rather than what we say. If parents in the nursery maintain an attitude that right wins and not the parent because he happens to be stronger than the baby, the child, too, will learn to respect the right. A child is not ready to make difficult decisions before the age of three and should not be subjected to the ordeal of choosing between right and wrong.

The child at one year folds his hands in prayer when he sees others doing so. He can soon learn to say a few words. One two-year old sitting down at his little table alone reverently folded his hands and gave thanks audibly in his own way by saying "Amen." Then he thoughtfully named the foods he anticipated to eat, beginning with his favorite dish "nanny" (banana), "omie" (oatmeal), etc. To teach a child a prayer easily leads to superficiality. Before prayers can mean anything to him he must have some concept of God. At this age he can learn of God as the creator by having a little garden plot and putting the seeds in himself and "by watching God work" in the miracle of growth. He should be told short, simple stories about Jesus who came from God. His concept of God is necessarily vague and confused, but if his relationship to his parents is one of love and trust, he will want to trust where they trust and will want to pray as they pray. Truly to children belongs the kingdom of heaven. As the mother speaks the prayer at night baby prays with her by folding his hands. When she thinks he is ready she may suggest that he may want to add a few words. Prayers at this age should be very short and simple and deal with everyday life, familiar, concrete ideas. Hurrying a child in his religious life or teaching him ready made prayers

may lead to mechanical repetitions or to hypocrisy.

As a part of his relationship to God a child must have some conception of cause and effect in regard to disobedience and suffering. Disobedience is the only form of sin that he can recognize at this time. The first opportunity of the home in the training of children is to teach obedience. By the time a child is three years old his habit patters are so far established that if obedience has not yet been learned, it will be very difficult to develop. The child is old enough to understand that there are some things that are dangerous to his existence. These things are not permitted and if he does do them he is corporally punished. He is as yet too young to understand the significance of many things which endanger society and for which society demands conformity on the part of individuals. If parents are wise and worthy and have used reasonable methods of winning the child's confidence, he will be generally willing to cooperate with them in their decisions. Obedience should be stressed as intelligent cooperation. If the home does not develop this, society will demand it and get it, but the discipline of society is callous and brutal compared to the kindly understanding of parents. A child who has not learned to be obedient to his parents has missed perhaps the greatest preparation for life as a co-worker with God.

The Child from Three to Five

1. *Physical Health*.—The ultimate goal of growth and development is health in the widest sense. This involves not only a knowledge of the principles of health, but also an application of these principles in daily living. It includes health of mind and personality as well as of body and should be understood not only as the health of each of these considered separately, but also as a balance between them and an integration of all of them. It means, too, much more than the mere avoidance of illness, physical or mental, since the goal toward which we want growth and development to proceed is abundant, vital living.

The healthy person has plenty of vitality to meet the daily demands made upon him so that he can do a good day's work and meet the struggles of a strenuous day of contacts without undue fatigue or boredom or irritation. A person who has achieved positive health is not only capable of meeting daily demands but has a reserve which helps him to meet physical, mental, or emotional crises without disaster to body, mind, or personality. Physical health must mean that the individual can work each day without greater fatigue than can be overcome between the end of one day and the beginning of the next. It must mean in addition the physical reserve of vitality which will carry the individual through a physical crisis like a severe illness or an unusual demand in work.

2. *Mental Health.*—Likewise in mental health, the individual must have enough mental balance and strength of personality to meet the demands of daily living without boredom, irritability, decreasing efficiency, or other symptoms of mental or emotional fatigue. He should be able to meet each day's living with interest, peace, and efficiency. In addition to this, the mentally healthy person should have enough reserve to permit him to live through mental and emotional crises without disaster to his mind and personality. He should be able to meet crises of disappointment, grief, strain, and unusual responsibility without mental or nervous breakdown. Such health is the product of continuous growth and should be inherent in an understanding of growth and development.

3. *The Tired Child.*—The tired child is potentially a sick child. Such a child may be irritable, ill-tempered, may lack an appetite and have bad posture. The causes are often other than physical;—faulty adjustments to his parents, unconscious worry due to conditions he can not understand and the rate of adult living which exceeds the development of the child, often bring about a lowered resistance. In the United States of America, 30% of the children in school so suffer from malnutrition that it interferes seriously with their work and study. Such malnutrition may be due to nervousness, faulty eating habits, or unbalanced diets, and is not always the result of poverty or lack of food.

In the State of Virginia, 90% of children entering school have health defects. The years from five to nine are the severest and the most complex in the child's training because he must adjust to life and work in school. Much of the pressure of this period can be avoid-

ed by the formation of habits that result in a healthy mind and body. A great majority of the disciplinary problems as well as the health problems between the ages of five and nine are concerned with things that should have been learned before the age of five.

4. *Play and Play Things*.—So much of the child's time is spent in play, that is, in amusing himself and in being amused, that his various toys, companions, and the method of occupying his time become extremely important. Progressive educators have talked about the value of proper play habits so much that now toys are being designed to meet these requirements. Lack of toys and proper play has been held responsible for many behavior problems. Children are often told not to touch everything they see, but they should be given suitable toys to satisfy these inborn graspings for knowledge. The child gains an emotional satisfaction from simple accomplishments which add to his general contentment and well-being. Play materials thus contribute to the happy development of body, mind, and character. Toys have a large share in making the man and woman, and they exert a powerful influence. They should be chosen not only for the pleasure they give, but for the good they will do tomorrow. Early childhood is too often looked upon as an interlude in the child's life during which he simply plays until he is old enough to learn. He is given toys to keep him busy and out of the way. Wise parents know that a child begins to learn almost the moment he is born. This early period is really *The Learning Period* of life. Parents can turn the activities of children into productive and creative directions or into destructive and selfish channels through their selection of toys.

Christmas time is toy time. Children who each Christmas receive elaborate gifts will lose their ability to enjoy the simpler things and each year will expect more and more and never can be satisfied. It is essential, especially in the case of nervous children or children with special defects or children who have behavior difficulties, to reduce the Christmas strain to a minimum. A few simple presents should be the absolute maximum of excitement. The young child should take part in some religious ceremony which will definitely fix in his mind the connection between Christmas and the Christ child. If too many toys are given, the religious ceremony may be so overshadowed as to leave virtually no impression at all.

Parents are sometimes led astray by the elegance displayed in large department stores. They forget that children receive just as much enjoyment from simple toys as from elaborate ones. A child under eight should not make more than two trips to toy shops or to see Santa Claus. Such events excite children and overstimulate them.

Children differ from one another as decidedly as adults. The lazy child, the grumpy, the energetic, the creative, the cheerful, are all definite personalities and the encouragement or suppression of the good or bad traits may be helped by the selection of the right toys. The Do-Nothing toys in which the child is not expected to pull, push, or work peddles discourages initiative and promotes mental laziness. Intelligently chosen toys lead the child to think, produce, and create. It is better to give a child a doll bed without a mattress and covers, but with materials for making them. Suggestive materials open the roads to child achievements. Meaningless

ones deaden natural curiosity and initiative.

Toys must be safe. Guns may be dangerous and they foster carelessness and the use of firearms; besides a toy gun is hardly conducive to peace education. Of equal danger is the bow and arrow. The sling shot is still on the market and the home-made sling is equally perilous. Certainly persons who design such toys have no children of their own. Sharp toys and cutting edges should be avoided. Toys that create a spirit of destructiveness and foster callousness toward the value of human life should be discouraged. Toys should be durable in nature and workmanship. Toys that break easily encourage destructiveness and extravagance, while toys that resist wear and tear encourage thrift and conservation of property. Toys should be artistic in form and color and expression. Toy musical instruments should be chosen for their pleasing sounds. If they do not produce the notes in fairly true manner they may hinder the child's development of musical appreciation. Toys should be adapted to the age and ability of the child. Mechanical toys too often do everything for the child. More than anything else they stimulate the destructive impulse. The mystery of what makes them go is a tremendous incentive to pulling them apart in an effort to solve it. The reason for the existence of the mechanical toy is largely the interest of the adult in intriguing complexities.

One important aspect of toys is their care. As far as possible have the toys in a place accessible to the children. If there are several children, each should have his own corner, shelf, or box for his own things and he should be held in the highest degree responsible for putting them away when he is through with them. Each

child should be trained to be scrupulous in regard to the non-invasion of the other children's toy box. Generosity and helpfulness can be developed along side of orderliness and responsibility for one's own and other's property.

5. *Play Grounds and Play Mates.*—Growth toward maturity in one's relationships toward social groups takes place in an interesting way. Children from a few months of age enjoy playing with or near other children. They recognize or notice each other, occasionally playing with each other in the sense of touching or caressing or of offering a rattle one to another. But after the first novelty of another child wears off the play becomes highly individualistic, each child occupying himself with his own activities in almost complete disregard of the other.

From eighteen months to two years the child continues to be absorbed in individual play, but is more influenced by the presence of another child. Characteristic play of this age is sometimes referred to as "parallel" play, for each child, although apparently playing quite by himself usually plays at the same type of game which occupies the other children of the group. One child fills his pail with sand, carries it a short distance and empties it. Another child who has been digging only adopts the idea of filling a pail, fills his pail, carries and empties it. There has been no exchange of words but simply an exchange of ideas.

The next step to greater socialization may come when the second child conceives the idea of emptying the pail on the same pile of sand with the first child. This is called cooperative play. The change may take place in silence or may occur after an exchange of words and may last for several minutes. Sometimes a brief

socialization is evident when one child says "Let's play in the sand", but dissolves when the idea is carried out since each child occupies himself in almost complete disregard of the others.

A few months later, at about three years of age, these children exchange ideas more frequently and more obviously. "Let's play blocks. I'll build a garage." Another child says, "All right. I'll build mine over here." Again separate projects will be undertaken, but now there is an almost constant recognition of the presence each of the other and a flow of conversation. "See, mine's big." "Oh, look, I made a roof." Perhaps there will be a temporary merging of projects. "Look out, my car is going to visit your garage."

At three to four years this shifting group is conspicuous. Under this arrangement a fairly loosely organized game may grow up lasting throughout a whole morning or even for several days entertaining the activities of a number of children, but depending upon the presence of no particular child. It finally develops into a well-organized group play.

Certain characteristic relationships now appear. The children who play together frequently soon fall into fairly definite positions within the group. The "Leader" is the child who furnishes most of the accepted ideas and who usually dominates the play. He proves acceptable to the other children who are willing to follow his lead and who generally rather uncritically admire him. The child who dominates a group through bullying and hence who rules by fear can not be called a leader in any constructive sense. The "Cooperating Companions" are those who are always sought by other children and who stand in a position of cooperation

with the leader offering him acceptable ideas, sometimes stepping temporarily into a position of leadership. These children are resourceful and are not afraid to criticize or even to ostracize the leader when occasion occurs. The "Tolerated Companions", though seldom sought by the group unless they are needed to "fill in", are occasionally permitted to play even when their services are not particularly needed. They are not usually resourceful and seldom have acceptable ideas to offer. As a rule they are so pleased at being allowed to play that they are willing to play at any post or in any capacity assigned to them by leader or cooperating companions. They sometimes graduate into the position of cooperating companions, but seldom to a position of leadership. The "Rejected Companions" are what their name signifies, rejected by the group. Sometimes they really wish to play but have had too little experience to know how. If this is the case, they usually soon learn and may become cooperating companions or even leaders. However, they are rejected sometimes because they are entirely lacking in skills and ideas, sometimes because they have been so over-protected or over-indulged at home that they can not mold themselves into an acceptable social pattern. They usually suffer intensely in the process of remolding their habits, but sometimes have a strong gregarious impulse to face the discipline necessary for successful social contact, and succeed. A rejected companion whose parents fail to help him realize and conquer the reasons for his rejection will either continue to crave companionship he does not know how to win or will retreat to the consolation of family protection to spend the rest of his childhood trying to fool himself into believing that he never cared to play. The degree to which

he succeeds in fooling himself in this respect often determines the degree to which he is neurotic in later years.

Learning to play in the pre-school years is excellent training in learning how to use one's leisure time. A child should be taught to develop the resources within himself for his own amusement rather than to seek entertainment from the outside if he is to find happiness. From two years on, no child should be exclusively with adults but should spend the greater portion of his play time with children of his own age. There is too great a strain on a young child from the effort of keeping up with more advanced companions although a small amount of this is a valuable stimulus for him and for older children it gives an excellent opportunity for developing consideration and attitudes of tender solicitude.

Childhood associations are the medium in which maturity begins to develop. In infancy, mother, the first love, satisfied all of baby's needs. She is the center of all desires, the giver of food and drink, safety and shelter, warmth and comfort. Her smiles bring forth smiles, her caresses gurgles of contentment. A year or two later, mother's star is dimmed by newer and smaller rivals. Small folks are intoxicated with the joys of contemporary companionship. At two or three years they run in circles about each other, embrace, and kiss, stand on their heads, and behave in a manner quite bewitched. Parents must think of their children as eventually becoming independent and contributing members of a social group. This does not mean that the child is to be weaned away from home and love of his parents, but it does mean that parents should try to overcome resentment when their children find pleasure in companionship outside the home. Association with other

children is necessary for training in group adjustment. Parents do not consciously hinder their children from growing up, but few parents are wise and emotionally mature enough to definitely help the child in this process. Parents may feel socially bound to let their children play with outsiders, yet try to keep their children's affections from centering on others by criticisms, and thus satisfy their own jealous natures. Such parents subtly destroy whatever affections the child may develop toward anyone outside the family and succeed in dwarfing each interest which would provide expansion of the social self beyond the home, each idea which would stimulate independent growth of the spiritual center.

Parents should know and wisely choose the companions of their children. He may learn from them to play fair or to cheat. Playmates who will teach a child "not to tell his mother" or "to hide it your Dad might see it" are dangerous. There are some play-mates, however, who help the child to play fairly, honestly, and courageously. Sometimes it is impossible to check closely on certain children. However, a child who comes home from a visit relaxed, happy, inventive, full of new games and perhaps a little hard to handle has usually been in a fairly healthful atmosphere. If, however, he returns irritable and cross and ready to start a fight with anyone who comes along, then it may be assumed that it has been due to something wrong about the contact, either on his part or on that of the other child he has been visiting. Children should play alone and without evident supervision if they are to learn good social habits. It is well for children to learn early that certain rules of the game must be observed, that no one can always win or always have his way, that a good

sport can lose without sulking and that crying is unpopular.

When children are playing together, it is usually better to let them settle their own disputes. Tale bearing should be discouraged. If parents are asked to settle a disagreement, they should hear both sides and help the children to make their own decision fairly. However, at times interference is necessary. No one should permit cruelty or dishonesty among children.

The child of five enjoys dramatic play, pretending to be someone else. Many behavior problems of children are due to a cramping of the ego, of the sudden harsh restrictions which civilization places upon them at an early age. Dramatic activity supplies a bridge between reality and dreams which is a real need of childhood and adolescence. Dressing up gives the child the opportunity to free himself from the limits of his own personality when they cramp and restrict him, give him the freedom to stretch the wings of the inner self that he feels crowding inside the little boy who always has to obey mother. Because dramatic action is physical and active, it is a more normal healthy outlook than the day dreaming in which the restricted child often takes refuge.

The back yard offers the most ideal place for children to play. Here they may handle play situations without adult supervision and yet be close enough to home in case any emergency requires attention. They learn to get along together and meet with severe competition with members of their own generation. While quarreling one moment and peacefully playing the next and, of course, making a lot of noise and giving the apparatus

very hard wear, children are learning and growing. Materials should consist of anything that gives the child a chance for play activity and should not be so complete that there is no chance for the youngster to do something different or original with it. These inexpensive, but to him priceless, collections of boards, boxes, discarded sacks, kitchen utensils, and the like, may be kept in the back yard for his exclusive use.

If at all possible, each play ground should have some real play apparatus. A sand box filled with fresh clean sand is one of the first requisites. This should be in a shady place at least part of the day. The urge to dig and mold is universal. The sandbox is a place for emotional adjustment while mind and hand are busy in creative activity. Children who have quarreled over every other piece of apparatus will settle down to immediate harmony in the sand box. A shallow wading pool reduces the disciplinary disturbances that usually counter-act the benefits of cooling off with the hose, since all children have to cool off in summer and also want to play with water. They can learn early to understand that bathing suits or other especially designated clothes are to be worn at this time.

Parents should realize that climbing about on ladders and platforms is not dangerous for children. Children's hands are strong, their grasp is tight, and the weight of their little bodies is in better proportion to their muscular strength than an adult's. When children climb they are not afraid. The back yard is the safest course for tricycles, cars and scooters. The extra effort in planning for an adequate speedway in the back yard is repaid in freedom from worry when the children do not have to take their bicycles and

scooters out into the street.

When children are taken traveling, they should take some of their toys. Books are not very advisable, for children should not be allowed to focus attention on a small space for any length of time while the train is moving. Children may enjoy carrying a small suitcase to hold their toys. In addition to playing, they will spend many happy minutes packing and unpacking it.

6. *Sex Education*—One area of child training where parents are frequently troubled is that of sex education. The problem is no longer "Shall the child be told?" but rather "Who shall tell him and how shall it be told?" A child entering school should have a sound background in sex education. If his parents have told him untruths, he will have sensed it long before, but at this time it will come as a great shock to him because the information which he gains from his companions is often quite unwholesome and he reasons that his parents did not tell him because they felt ashamed and considered sex as dishonorable. A child senses a parent's confusion and embarrassment and he, too, begins to feel ill at ease and self-conscious regarding the matter. The child, who when asking the parent regarding sex, notices his parent ill at ease or telling him not to ask such question, feels that he has done the wrong thing, the nature of which he cannot understand, and is determined to avoid precipitating such a situation again. Consequently, he asks his playmates.

We should clearly understand the difference between sex education and sex information. Where sex education has been given, even faulty sex information

does little harm. Sex education in its larger sense includes all the scientific, ethical, social, and religious instruction and influence which directly and indirectly may help young people prepare to solve for themselves the problem of sex that inevitably will come in some form into the life of every normal individual. Sex education begins even before the child begins to talk, whereas sex instructions must wait until there is already a substantial vocabulary. Between the ages of three and five, children ask many questions regarding sex. They ask them casually. They want to know where the baby came from. They also want to know where the baby was before it came to mother. "What was the egg before it was an egg?" one child asked. "Where does the light go when it goes out" is another question. About things they want to know, "Where do they come from, why do they come, where are they going?" It is only if the child's first natural questions meet with embarrassment or rebuff that the child's interest assumes a new phase, furtive in its workings. Curiosity thwarted is curiosity whetted. The child instead of being put off is more likely to be twice as persistent in his inquiries as he was before only now he goes farther afield for his information. A casual question may have turned into a persistent search. An obsession is thus organized in cooperation with other children around the subject of sex, not necessarily because of any fundamental abnormal trend in the child but because of damping up of a natural curiosity and interest.

In the giving of sex information the first point to be considered is the attitude with which it is given. Sex instruction should be given so calmly, simply and unemotionally, that the child will accept the facts just as he does those about the taking of food or of any other

normal function. It is a part of all learning and of all finding out about the unknown. There are some who maintain that we should give sex information only when it is asked for. It would be wiser, however, to prepare the way by having the child observe reproduction in plant and animal life on a limited scale so that there would be something to which to tie the information. Moreover a child may have asked someone else and have been intimidated and may be afraid to ask his parents. A child is curious about all other things and, not asking about sex, has probably learned that sex is something not to be talked about. Such children need sex education greatly, because their ideas are already warped. We do not wait to teach the child table manners or social courtesies until he asks to know. We arbitrarily teach him many useless things which he may never need. If we prepare ourselves early to meet a child's casual questions with casual but correct answers, the acquisition of sex knowledge on his part will be so gradual a process that he is unaware of it just as his table manners improve by example and training for years with scant attention on the child's part on any occasion.

The matter of fact fashion in which the child receives and dismisses portentous communications of this sort proves conclusively that sex questions have no special significance for him until special meaning has been suggested by the attitudes of adults and other children. Information on any topic is assimilated by the child slowly and by degrees. The important thing is that if he has been met fairly on the first occasion, he will come back to the parent when he wants more help.

The essential home of the child lies in the attitude of the parents toward one another. The child who is

brought up in the midst of strife has received a derogatory impression on the subject long before he has formulated this consciously. Similarly the child who is brought up in a home where the father and mother are well adjusted and happy does not need to be told as he grows older the meaning of good sex relationship in marriage. The most fundamental impression that can be given children is never so much what can be told them as it is the unconscious reflection of adult behavior. If the parent has not clarified his own ideas and emotions in this field, then for the child's sake as well as his own, that is the first and most important task. Unless he has learned this and come through to a peaceful and serene adjustment, he can hardly impart this attitude toward his child. However, after he has come to this adjustment, he will need chiefly to know the extent of the child's interest and understanding at each age and will not need to worry much about how to tell this or that.

Children are too young to grasp any emotional factors involved in sex. Love is a sacrament where the soul meets its God. To speak of it to children or others with the complete frankness of some so-called "moderns" is to sacrifice something infinitely valuable. It is the right of every individual to discover for himself the mystery and beauty of life without having it previously analysed in scientific language. Children learn from their parents that there are things which people of refined tastes do not do and do not discuss publicly.

Sex education begins with teaching the child habits of cleanliness, respect for the body and correct names for parts of his body. A child should not be told "Cover up or you will be seen", but in its place a recognition in every individual of the rights of personal privacy

should be developed. This courtesy of personal privacy in dressing, bathing, reading, thinking, and sleeping is due to all members of the family, to servants, and to guests. Very young children have no sense of modesty as regards their body, but they can be taught to be socially acceptable by being properly clothed without making them feel that the unclothed body is something to be ashamed of. When children undress before guests they should be met neither with amused smiles nor with scolding, but simply be told "You must not go without your clothes on. Only babies may be seen naked". There the matter should end. There should be no prolonged talks or scoldings.

In correcting a vulgar subject which a child has learned from others and to him as yet has no vulgar meaning it is important not to emphasize this in his mind by scolding or severe emotional reactions. Parents may say "People won't like you to play with their children if you use such words". Quite frequently the word is less damaging than the parents' or teachers' ways of correcting it. Children who insist on urinating on the play ground may be corrected by a direct appeal for cooperation on the social side. "People won't let you play in their yard if you do things of that sort. If you need to go to a toilet, ask your playmates wherever you are and once you have used it, wash your hands, leave everything in as good condition as you found it. People will not object if you are careful and tidy." Parents are sometimes embarrassed in the presence of guests by children bringing up matters of sex. This is sometimes done by a child who harbors a secret resentment and knows he can make his parent miserable in this way. A young child bringing up such a subject without any intent of embarrassment should be answered simply

or if this is inadvisable be told that the question will be answered later. If parents suspect that children bring this up merely to tease, there is a much more fundamental maladjustment between parent and child which requires correction.

The best sex training lies not in voluble teaching but in that intangible something that every true home supplies, inner emotional harmony among its members. If this spirit of accord is maintained, we may forgive ourselves errors of technique. However, parents who through fear, prudery or inner maladjustments prefer to tell falsehoods to children, or to send them elsewhere for information, send their children into the path of trouble.

7. *Discipline.*—The functions of discipline are to build up serviceable habits or of changing or modifying unserviceable types of habits. Many people think the changing or breaking down of unserviceable habits is discipline. They seem to think that a child possesses a large supply of bad habits that must be corrected before serviceable habits can be set up.

The child should have learned early the control of excretory functions, the establishment of good food habits, and of correct sleeping habits. He should by this time, also, be taught to ask, not to cry, for what he wants, to dress himself and to consider others in the group when he desires something.

The relationship between the parents and the child determines to a large extent the degree in which the discipline will be constructive. The brain is ready and open to learning of all types and is just as plastic and open for poor responses as for good responses. The child at this period reveres his parents. He has come to love

them as the source of his pleasure and they are the patterns which he copies in his behavior. The parent who is interested in helping the child build up desirable habits will take advantage of this early suggestibility by exhibiting the desired behavior.

Between the age of two and three the child begins to exert his own personality by resenting the domination of others. This is a normal stage through which all children pass and will pass rather quickly if intelligently handled by the parents. When the child is made the butt of insistent suggestion and persuasion he becomes gradually more stubborn and negative in his attitude. Children as well as adults choose to work with those who have something to their initiative and ability, who are interested and challenging and who do not have continuous suggestions and comments. When resistance is shown by the child, it is often a symptom of nervous unrest which he catches from an unrestful atmosphere in the home. An unhappy child often has unhappy parents.

It is important to have as few "stop" signs as possible. A child which begins to rebel or show signs of stubbornness and independence, is developing in personality, and should have opportunity for expression. The surroundings provided in a home sometimes are such as to arouse irritability in the child. In one family, a child of three greatly enjoyed washing his own hands when he was allowed to get a stool, to stand on it, reach the soap and turn on the faucet himself. His father thought all this nonsense and a waste of time. This meant that the three-year old was washed by his parents with little opportunity for cooperation but much for resistance. It deprived the child of an opportunity

for growth and caused several seasons of unhappiness for both child and parents each day.

Many of the emotional disturbances left on children for life might be avoided if the parents would have thought a while before giving a command. It is inexcusable for a parent to cling stubbornly to his decision just because he has set his foot down. If the decision was unreasonable the child will know it and the situation is an unhealthy one. It is important for parents to think carefully what commands they want to give, to make sure that they can be carried out and then insist upon their being carried out.

"Parents represent all authority to the young child. The attitudes which he develops toward them, are important to his attitude toward all authority in adulthood. Whether he obeys the laws of his state or church, whether he obeys the dictates of convention, of society at large, or of his own immediate group, or whether he defies these laws and dictates, will in large measure be determined by his habit of obedience to the authority represented by his parents, his home, and his school."¹² Obedience is acquired by training and experience and is not instinctive like hunger. If there is mere submission to parental authority, it may prove to be a harmful attitude to the child through life. It may soon be made into a willingness to conform to the wishes of any one with a strong will. Obedience should not be an end in itself but a means to an end, and that end is self control and restraint and self-direction.

If the parental attitude is such that it demands obedience at all costs, it leads to such unfair and drastic

¹² Rand, Sweeny, and Vincent, *The Growth and Development of the Young Child*, 1935, W. B. Saunders and Co., Philadelphia, Pa.

measures that there is usually a loss of all the finer feelings that should exist in parent-child relationships. Obedience is something like respect. Only a leader can get it and keep it, but any one can put in a claim for it. If the child trusts the person demanding obedience he will be willing to postpone the pleasures of the moment for more permanent satisfactions. On the other hand, if experience has taught the child that the parent is neither wise nor just, that disapproval is often the reward for honest effort, it is not surprising that the child will accept the pleasures of the moment and let the future take care of itself. Obedience comes from discipline and discipline can come only from leadership and confidence in the one who is leading. The task of the parent is to instruct the child in the nature of the laws he must obey and which the parent also obeys and it should never be to convince the child that the parent is the "boss".

Parents should take time to evaluate the importance of the many things for which they are demanding obedience. Quite often there is a spasmodic interest on the part of the parents. The child does not know what to expect and feels that it is not worth his efforts. One day his mother may let her unobeyed commands go and the next day she may administer swift and sure punishment. Inconsistency in discipline keeps the child in an upset state of mind. He soon responds whenever he feels like it, dependent upon his interest in his immediate occupation and his willingness to take a chance.

Sometimes children are punished for apparent disobedience when they were really trying to help. A little girl of four had been told not to play with water.

She was found in the kitchen dripping wet, having spilled water all over herself and was punished. Later it was learned that what she had done was to climb up on the sink to get a basin of water and a cloth with which to wash the finger marks off the doorway as she had seen her mother do. She slipped and the water spilled. To her it must have seemed as if she were punished for trying to help.

To the young child the approval of his parents is the highest reward for his good behavior. As he grows older, his ideas of why he is being good should grow, too. In order to fit into society his many questions as to why things should be done should not be considered as impudent or as discrediting authority, but rather as a desire to understand. Parents sometimes feel that explaining to a child will make him argue. Assuming that the child is a reasonable being, treating him with the respect due to human intelligence, explaining will increase his belief in the reliability of the parent. The child who keeps up an argument is a child who expects to bring about a change of front in parents. He is not seeking an explanation but he has discovered by experience that sometimes his parent's arbitrary demands yielded before his attacks. He is arguing to avoid the issue.

"We have no quarrel with those who claim that corporal punishment is occasionally a value in certain cases during the pre-school years. A sharp smack on the hands may serve a very useful purpose in reminding the child that certain acts are forbidden, that they bring disapproval and occasionally pain. We believe, however, that corporal punishment could be elimin-

ated as a disciplinary measure without great loss.”¹³

Life does not spank but rather demands logical payment for error. The pre-school child is not too young to learn the logical consequence of wrong doing which means suffering for both the innocent and the guilty. Corporal punishment often gives the child a feeling that he has paid the price for his wrong doing and since the price is paid he may go about without further regard of others' feelings if he wishes. He should rather understand that wrong doing causes suffering that he can not spare others unless he change in his conduct. Corporal punishment in a large number of cases has made children sullen, resentful, and rebellious. Many children are very indifferent to this type of punishment. To be effective it has to be painful and is often too much for a small amount of disobedience. It often causes a “get even” attitude in the child.

There are three types of punishment, physical, acute psychological, and prolonged psychological. Physical punishment must be sharp, short, and used for the purpose of giving a conditioned response. Paul at the age of two had climbed onto his mother's kitchen cabinet, reached for a cup and in an awkward moment let it fall to the floor. The mother hearing the crash entered the room, surveyed the situation, and without great emotional disturbance quickly slapped Paul's hand saying, “You hurt the cup.” The slap and the word “hurt” came simultaneously. She then lifted him off and the matter was settled. Paul was observed to be somewhat thoughtful. He was learning that hurting

¹³ Douglas A. Thom, *Everyday Problems of the Everyday Child*, 1932, D. Appleton and Co., N. Y.

others means to hurt one's self. Too often mothers take a small child away from the place of offense and talk to him trying to explain why he is to be punished. A child's thinking is so vague that such talk usually leaves him the more confused. A conditioned response gives to the child an aid to learning as to what he must not do. Children who have been punished for touching certain things often return to the scene and stretch out the hand, but before touching again quickly withdraw it. If the mother does not allow herself to become upset the child can easier make the association between hurting the cup and hurting himself. If a mother allows herself to become angry that fact will overshadow the logical consequence between wrong doing and paying the cost.

Acute psychological punishment, the best known forms of which are scolding or depriving the child of something that he prizes very much, or putting him to bed, is brief but nevertheless an acute form of unhappiness. This is less likely to establish in the child a feeling of revolt and marked anger.

Prolonged psychological punishment is often not thought of as punishment at all. It consists of pouting about the behavior of the child or of bringing the subject up whenever the case permits. From the standpoint of mental hygiene, there is probably no element in the home training that is more destructive. To correct a little child for something and then when he comes for comfort and reassurance to say "No, go away. Mother doesn't love a naughty little boy," is cruel. The child should be punished immediately, adequately, and quickly, and then the sky should be clear. When the punishment is over it should be over.

Faegre and Andersen in their book "Child Care and Training" give the following list of essential parental attitudes. First, Firmness is one essential without which no parent can expect loyalty and respect from his child. The old idea that the child must respect the parent has resolved itself into the question "What kind of parent must I be to command respect?" We can not force a child to respect an unstable parent though we do require him to follow the letter of the law and do exact obedience when he is rebellious and obstinate. It is very well to reply to the child's objection to going to bed before we do with the glib statement that he needs more rest because he is growing; if in the morning he sees the adults in the family yawning and heavy-eyed from insufficient sleep we have missed our cue. No opportunity should be lost to demonstrate the fact that adults as well as children are under the restraints of law and that those who break the laws of self control are not looked upon as responsible and dependable members of society. Second, it is important that we substitute for the old notion of domination the plan of gaining his cooperation. The child whose nose is held while cod-liver oil is forced down is an example of the child whose parents intend to dominate. Cooperation is taking place between the the parents and the child when the child runs eagerly to get the cod liver oil because it is "his", because he is always allowed to unwrap the new bottle and has never seen an older person making an ugly grimace when the subject was mentioned. Third, being reasonable involves giving children freedom in accordance with their development. Parents often refuse to expose their children to any risk, unaware, it might seem, of the impossibility of standing at the child's elbow throughout life.

Methods of punishment are considered desirable and effective in the following order: (1) natural consequences serve in many instances, (2) isolation from the group to show the advantages of cooperation, (3) deprivation of some special favor, pleasure, toy, or satisfaction, (4) disapproval of parents (not over done), (5) corporal punishment.

Fear of the parents is often aroused by harsh, frequent, or unjust punishment. Lying to escape punishment is the natural consequence. A lying child usually has a severe parent. Evasion and deceit begin to color the whole nature with dishonesty.

Hardness and cruelty may be brought about by punishment that is not adapted to the individual and hence causes him to build up a defense.

The child which has not the strength to resist, shrinks and cringes and takes refuge in a dream world instead of expressing itself by doing. Day dreaming is one of the great dangers associated with unwise punishment as the dreamer gradually loses connection between purpose and the action involved in carrying out that purpose.¹⁴

8. *Helps toward establishing good responses.*—A child's interests are as vital and absorbing as adults. The parent who understands how to gain a child's cooperation through entering into his play will have less difficulty making his call heard. Before issuing a request or command, be sure that the child hears you and has "come to attention". One can not expect a child to learn the habit of complying readily if he is jerked hastily, without preparation from whatever is occupying

¹⁴ Faegre and Anderson, *Child Care and Training*, 1929, Rev. ed., U. of Minn. Press, Minneapolis, Minn.

his mind. An example of this is the child who comes willingly to the table when his mother puts her request in such a form as "Time now to put your truck in the garage. The delivery man wants to eat supper." Few commands are helpful. Many children early acquire a negative adaption to the sound of a parent's voice because of the number of commands or of the frequent and often thoughtless interruption in their play. We should know what to expect of a child at a certain age. Often in our ignorance of what children can do at various stages in their development, we have in mind rigid standards of behavior to which the child can not live up. Often because a child is the oldest he is expected to show discretion and judgment that would do credit to an adult. Praise is more effective than blame. Reproof like punishment loses all the effect when it is too often repeated and the child may take it for granted that all he does is wrong and that grown-ups exist only to thwart his will, to misunderstand, to reprove, or even to punish.

Children can not be brought into the world and then handled as an emergency problem. There must be a program. There must be a working method, a curriculum for the development of their best behavior and their greatest success. Many children live and succeed in spite of their training. But training is necessary and important and should be studied.

9. *Religion*.—For the development of religion, the teaching of visible phenomena must come before that of words; the Creator must first reveal himself in his visible works before he can be apprehended as the invisible God of our spirits. We are consciously reverent if we know ourselves to be working with God. In a great hospital in Paris on the frieze around the operating theatre are

painted these words "Men dressed the wound, God healed it." The child between three and five is ready for much religious truth. He is ready to learn concerning the unseen. The first of these forces which he notices is often that of the wind. He sees the weather-cock turning with no hand to move it. He feels himself carried off his feet, yet no one lifts him. He imitates the moving weather-cock, trying to understand. These first impressions matter. They are the root fibers of the child's early understanding of the unseen. Some unseen force within him moves his hand. Some unseen force, also, moves the weather-cock. Unprompted, he compares his own powers with the powers exercised by God. The window in a five-year old's bed room had been left open and was blown out during the day by a strong wind. It had been mended, but the boy was nervous at having to sleep there again and comforted himself at night by asking God to take care of him. "Please God," he prayed, "don't let any more wind out tonight so that my window won't be blown in." As if the winds of God were similar to his breath with which he himself cooled his morning porridge. Let the works of nature be shown to the child in such a way that he may realize the mystery which is beyond all scientific explanation. Let the child realize that the greatest things in life are invisible. Just as we in after years grow to see with ever greater clearness, the invisible power at work throughout all history, grow to see that in the end the battle is not to the strong nor the race to the swift, and that one with God is the majority, so a child can learn through properly chosen stories through which this truth may be felt by him.

Between the ages of three and five a child must

begin to learn to pilot his own vessel. Parents must not guide too much nor too long; better that the vessel should flounder occasionally. Let the child sense the greatness of the mystery which we ourselves can not explain nor understand. Let him know that a parent's religion is not all safe in a water-proof compartment, that parents, too, still learn; that God is so great it takes a whole lifetime to learn about Him. Teach the child to work with God and learn of Him. Thus he will learn to trust in God. Keep him, if possible, from zealous defenders of the faith. He will soon wonder if the foundations of our faith are so weak that they need us to uphold them. Students who have severe difficulties in harmonizing religion and science are those who have been taught to defend their faith and they are afraid for the outcome. Such teaching paves the way for doubt and suffering. A child in its pre-school years can learn of God as working in nature and can begin to cooperate with him and have a religious experience of sufficient magnitude so as to fore-arm him against the day when in a public school system he may be exposed to teaching contrary to that of his home.

In the cultivation of a child's spiritual life as in all else we must be patient and not try to force the child. Children are not ready for prayer at any fixed period of their lives. Some children can truly pray before the age of three, others not until much later. But the earlier, the better, if the prayer is real.

We say that childhood should be free from the great shadow of death, without realizing how stupid is any such conception of a child's capacity for observation. He sees this shadow. His pets die. He knows of individuals in the family who have gone away. He

sees people disappearing out of his view never to return. When children ask about death, parents should be quite frank, adjusting the amount of information to the child's degree of understanding. In addition to the actual physical facts about death, he should be given some philosophy of life. It is on such occasions that the great comfort of religious truths may be given to the child, especially that which pertains to immortality. If parents have made the adjustment that they have no fear of death, and have a serene faith regarding the life beyond, the child will readily accept this information. Care must be taken, however, that the child shall know that the body is dead and not merely asleep. Sometimes parents thinking that they are telling the truth about death really tell them something like the truth about pre-mature burial, thinking that a child is too young to understand. This sometimes leads to great fear on the part of children.

One channel of teaching religion is the constant use of the story as one method of presenting Bible truth. Parents should, also, be ready to tell many stories from nature so that children may learn to understand God as creator through their own occupations in nature, as for instance, in making a garden. "The parents' attitude toward life is a fundamental factor. The parents who can no longer marvel at the cow for giving milk or at the sap for rising in the spring, who can not be awed by the thought that all the stars in the milky way are only a small part of the great universe, are too old and unimaginative to rear a child. The crying need is not for more parents who are able to send their children through college but for more parents with simplicity of outlook and an unspoiled,

unsated, appetite for the facts that surround them.”¹⁵

The pre-school child can render voluntary attention only. He does not memorize but simply remembers. In a limited way he thinks, but is not yet in the reasoning period which is usually designated as the time of life after the age of twelve. The thinking of children is usually in the formation of judgments, many of which are incorrect because of lack of experience. Children are slaves to their feelings while they last. Parents should seek in every way possible to arouse feelings of generosity, love for others, reverence and respect for the Bible and the church, and the Lord's Day. When such feelings have been aroused there should be some way of expressing them in action. There are many things a small child can do to express kindness and helpfulness for others, to prepare for the Sabbath, to get himself ready to go to church, to put in the offering at church from his own accumulation of pennies. Because feelings have been aroused and allowed to die without any expression in work or activity, we have many church members who are content to receive in church; but the main part of whose "services" in the church consist of attending Sunday services. Feelings which have not been given proper expression in activities are not satisfying. Such persons often feel the need of frequent attendance in church services which are emotionally stimulating and their religion has become an emotional indulgence rather than a fruitful way of living.

No one can make any person Christian. God must speak personally to him. If he accepts Christ, it will

¹⁵ Blanton and Blanton, *Child Guidance*, 1927, The Century Co., N. Y.

be entirely a personal matter. Thus it is supremely necessary that the personality of the child be developed so that he may seek rightly in this all-important matter, not because we earnestly desire it, but because his own will responds to the personal appeal of God. The child from three to five is ready to begin to learn to make decisions. At three years the child begins occasionally to express his reasoning in language and at four gives many examples of verbal reasoning. Learning to make decisions is necessary to mental health and should begin early. Adults who have never learned to make decisions find themselves seriously handicapped because of the trait of indecisiveness. The individual making a decision must choose knowing that by virtue of his choice he is giving up the advantages of the choices he decides against, and accepting the disadvantages of the choice that he decides for along with the advantages. Too few people have the strength of will to face the necessity of giving up the advantages and accepting the disadvantages once the decision is made. Indecisive people are often so because of lack of courage. Courage should be learned early and is perhaps the chief reason why children should have experience in decision making while they are still quite young. No decision is really made until it is acted upon nor can any person who fails to act because he continues to wonder whether or not he has made the right decision be said to have made a decision at all. In the pre-school age children need to make many little decisions, apparently trivial to adults. Parents should help only when they find that the child is getting into difficulties which might frighten him. The consequences of a too serious mistake may frighten a child away from attemp-

ting to make his own decisions again. Nor should the child be permitted to think that he is making a decision when he is really not. Robert, three years old, had come to the point where he believed it quite impossible to live with his mother any longer and one afternoon decided to move away. He told his mother and she, feeling somewhat hurt, nevertheless recognized the need to let him act upon his decision. So when he told her that he wanted to move onto the front porch she helped him move his many toys and his bed. As the afternoon went on, Robert forgot some of his grievances and began to visit with his mother through the screen door. He invited her to come over for a visit which she did and he returned the call. As evening came, threatening rain and the need for supper persuaded Robert to move back into the house. This was a memorable experience. He learned that if he would come to a decision, his parents would help him to carry it out as wisely as possible, but that he must make his own decisions. When the time came for Robert to join the church he did so of his own accord with an assurance and stability rarely found in young boys.

By the time the child is ready for school he should have a rich store of knowledge regarding Bible stories. He should have learned that this is his Father's world, a garden into which he has been placed and which, like Adam, he is to cultivate. Teach him to appreciate the beauty in nature so that in troubled days it may bring him peace and a sense of God's presence. He should have learned that we do not pray in order to try to persuade God to do things but to ask his help so that we can do them better ourselves. He should know that there are some very bad things in the world

which God himself does not wish to have happen, things over which He suffers and which He wants us to help Him prevent. He should have learned that there is never anything so bad but that God can help us either to change it, or make the best of it; that God will protect us if we will use the way He provides and that He does not want us to be afraid. He should understand that when we learn about Jesus we learn what God is like, not what he looks like, but how He loves us and how He wants us to love. He is too immature to have a sufficient sense of sin to experience conversion. He is old enough, however, to know that when he displeases his parents, his relationship to God also suffers. Corporal punishment often dulls the sensitivity of the spirit, causing the child to feel that the debt has been paid. This is not the best preparation for life. If the conditions of nurture which have been named have been met he will live in fellowship with the spiritual, and will think of himself as a child of God. The religious life will seem natural to him. He will be kind and he will be gradually learning to be obedient, unselfish, to share with others and to realize the meaning of duty. He will be a child with a child's limitation and we would not have him be anything else. We value the real in him and have no desire for the unreal and pretentious. An extremely religious child who is not interested and active in the normal activities of his age may use religion as an escape mechanism. This may in later life lead to serious mental difficulties. Religion should give him a sense of belonging and security and give him the confidence which frees him to do his best and to live more effectively as a normal, active, and whole-hearted child.

(The End)

An Introduction to the Reading List

This booklet was written to acquaint mothers with some of the wealth of material dealing with the subject of child care and guidance. Our day makes great demands upon mothers. Leadership in our Mennonite churches is sorely needed to help young mothers to equip themselves more adequately for the great career of rearing children. Mother's Clubs are most helpful. Each member contributes one worth-while book to the club library. These are circulated among the members, and at stated intervals are discussed under able leadership at club meetings. To know that all human problems are common problems simply because they are human, is one of life's great discoveries.

There are no perfect parents. If there were, the child would be deprived of the best possible preparation for life in an imperfect world. There are however, good parents, who look to God for guidance, study what psychologists, child guidance specialists and nutritionists can teach, and who possess the wisdom to allow a little child to lead them.

For two decades we have tried to lead the child; have imposed upon him exact quantities of food at exact time intervals; have expected him to sleep and wake according to printed schedules, and in general have tried to force him into the pattern of our twentieth century civilization as rapidly as possible. The worst was when

in the early twenties, mothers were warned against kissing and cuddling their babies, when cuddling is the one language the baby understands best. These babies were lonely. We have learned to our sorrow that lack of emotional satisfaction in any stage of life will hinder development in every succeeding stage; that emotional malnutrition (lack of love, warmth, of "belongingness") in early life is as devastating and crippling as physical malnutrition, and is in fact, often a cause of the latter. Unless a person has felt safe in infancy, he may never feel quite safe at any time in later life. This is nervousness.

The good parent (and this applies also to all adults, particularly teachers) will express appreciation to the child for what he is. This will not cause conceit or spoil the child. The conceited child needs to bolster his self-regard because he lacks it. He may have lacked love, or his parents may have forced development by asking more of him than he could at the time deliver, and he lost confidence. All achievement seems unattainable. Because he does not think he is good enough, he has to make himself better than he is. The "spoiled" child has not had true love, and irritably demands more than he gets.

The good parent does not stand between the child and life. He understands, *stands under* like the Everlasting Arms, never "letting the child down," and is content to have the child rise above him. He never "manages" the child. Human personality is sacred from the day of birth. We lead, but are also lead. Together we seek the way.

The good parent does not impose our cultural demands too harshly or too abruptly upon the child. Allow time for the child to grow into what humanity has

grown into over milleniums of time. Ears must be washed although it's not written in the ten commandments. Allow the child to object a little, let him be honest. Let him know that we too sometimes feel impinged upon, but in spite of some discomforts we still prefer our way of life to that of the Bedouins where there is no water to wash ears even if they had heard of such a thing.

The good parent is emotionally healthy enough to work to a satisfying physical, social, and intellectual capacity. In our culture too great emotional control is so wide-spread that we regard it as normal character development. We use so much energy keeping our feelings under control, and emotionally impoverished, develop a deficit in the quality and quantity of feeling which we give to life's demands. The emotionally healthy parent will give to the child the two essentials for mental health: 1. a feeling of self-regard; and 2. a feeling of being loved and wanted.

The good parent allows the child to grow in grace rather than being forced through fear. Absolute obedience too often means a crushed spirit in the child. No benefit can ever balance this loss. The beginnings of shame and guilt and fear arise when the individual comes in conflict with cultural impacts, to the child imbodyed in his parents. Too many children learn to hate their parents. Because this is "naughty, bad, wicked," it is repressed into the subconscious, buried alive as it were, stirring hatred and resentments all through life. They then spend their lives always fighting and not knowing why, always fighting *against*, fighting as if to get even, "to get it out of one's system," fighting an unseen opponent with blind compulsion, without constructive results or lasting satisfactions. Totalitarian states who demand

blind obedience teach that war is the very meaning of manhood and of life. At least, in such a situation fighting and hostility is the inevitable outcome. The good parent grants to the child the right to remain a bit of the non-conformist, never quite as good as he ought to be, but courageous, honest, with faith in God, in man, and in life, ready to build and to enter the house of tomorrow.

“Your children are not your children.

They are the sons and daughters of life’s longing
for itself;

They come through you, but not from you,

And tho they are with you, yet they belong not to
you.

You may give them your love, but not your thoughts,
For they have their own thoughts.

You may house their bodies but not their souls,

For their souls dwell in the house of tomorrow

Which you cannot visit, not even in your dreams.

You may strive to be like them,

But seek not to make them like you.

For life goes not backward nor tarries with yesterday.

Reference: Kahil Gibran in *The Prophet*

Books Recommended for Mother's Clubs

- Blanton and Blanton, **Child Guidance**, The Century Company, New York, 1927.
- Thom, D. A. **Everyday Problems of the Everyday Child**, D. Appleton and Co., New York, 1927.
- Blatz and Bott, **Parents and the Pre-School Child**, Wm. Morrow and Co., New York, 1935.
- Rand, Sweeney and Vincent, **Growth and Development of the Young Child**, Saunders Co., Philadelphia, Pa., 1935.
- Pruette, Loraine **The Parent and the Happy Child**, Henry Holt, New York, 1932.
- Groves, Ernest R. and Gladys H. **Wholesome Childhood**, Houghton Mifflin Co., Boston, Mass., 1931.
- Morgan, John J. B. **Keeping A Sound Mind**, The Macmillan Co., New York, 1934.
- Kuenkel, Fritz **Lets Be Normal**, Ives Washburn, 1929, New York City, N. Y.
- Aldrich, Charles A. and Mary M. **Babies Are Human Beings**, The Macmillan Co., 1938, New York City, N. Y.
- Travis and Baruch, **Personal Problems of Everyday Life**, D. Appleton—Century Co., 1941, New York City, N. Y.
- Rose, Mary Schwartz **Feeding the Family**, The MacMillan Co., 1934, New York City, N. Y.

Recommended for Further Reading *

- The Child from One to Six, his Care and Training**, Children's Bureau Publication No. 30, U. S. Department of Labor, Washington, D. C., Single Copies Free.
- Are You Training Your Child to be Happy?** Children's Bureau Publication No. 202, Washington, D. C., Single Copies Free.
- Baby's Daily Time Cards**, Children's Bureau Publication Chart No. 14, Department of Labor, Washington, D. C., Single Copies Free.
- What To Do in Case of Accident?** U. S. Public Health Service Miscellaneous Publication No. 21, Washington, D. C. 68 pages. Single Copies Free.
- Child Management**, D. A. Thom, M. D., Children's Publication No. 143. Washington, D. C. 47 pages. Single Copies Free.
- Educational Activities for the Young Child in the Home**, Rowna Hansen, U. S. Office of Education Pamphlet No. 51, Washington, D. C. 23 pages. Price, 5 cents.
- Good Posture and the Little Child**, Children's Bureau Publication No. 219, Department of Labor, Washington, D. C. 25 pages. Single Copies Free.
- Why Drink Milk?** Children's Bureau Publication No. 3, Department of Labor, Washington, D. C. Single Copies Free.
- How to Build Sound Teeth**, American Dental Association, 212 East Superior Street, Chicago, Ill. 21 pages. Price, 3 cents.

AN INTRODUCTION TO CHILD CARE

- Food For Children**, Farmer's Bulletin 1674, U. S. Department of Agriculture, Washington D. C. 22 pages. Single Copies Free.
- Out of Babyhood into Childhood**, Children's Bureau Publication No. 10, Department of Labor, Washington, D. C. Single Copies Free.
- The Expectant Mother in the House of Health**, American Child Health Association, 50 West 50th Street, New York. 16 pages. Price, 10 cents.
- Prenatal Care**, Children's Bureau Publication No. 4, Department of Labor, Washington, D. C. 71 pages. Single Copies Free.
- What Builds Babies?** Children's Bureau Folder No. 4, Department of Labor, Washington, D. C. Single Copies Free.
- Breast Feeding**, Children's Bureau Folder No. 8, Department of Labor, Washington, D. C. Single Copies Free.
- Why Sleep?** Children's Bureau Folder No. 11, Department of Labor, Washington, D. C. Single Copies Free.
- Keeping the Well Baby Well**, Children's Bureau Folder No. 9, Department of Labor, Washington, D. C. Single Copies Free.
- Sunlight for Babies**, Children's Bureau Folder No. 5, Department of Labor, Washington, D. C. Single Copies Free.
- The Baby in the House of Health**, American Child Health Association, 50 West 50th Street, New York City. 32 pages. Price, 10 cents.
- The Runabouts in the House of Health**, American Child Health Association, 50 West 50th Street, New York City. Price, 10 cents.
- First Aid**, Metropolitan Life Insurance Co., New York. Single Copies Free.
- Good Teeth**, Metropolitan Life Insurance Co., New York. Single Copies Free.
- Hearing**, Metropolitan Life Insurance Co., New York. Single Copies Free.
- The Family Food Supply**, Metropolitan Life Insurance Co., New York. Single Copies Free.
- The Diet During Pregnancy**, National Live Stock and Meat Board, Department of Nutrition, 407 Dearborn Street, Chicago, Ill. Single Copies Free.
- The Diet and Dental Disease**, National Live Stock and Meat Board, Department of Nutrition, 407 Dearborn Street, Chicago, Ill. Single Copies Free.
- Our Babies, Care of the Baby during his first Two Years**, Dr. Herman N. Bundenson, The Prudential Insurance Company of America, Newark, New Jersey. Single Copies Free.
- Standing up to Life, Good Posture and Foot Health**, Metropolitan Life Insurance Co., New York City, N. Y. Single Copies Free.
- Care of the Eyes**, Metropolitan Life Insurance Co., New York City, N. Y. Single Copies Free.
- Baby's Record Book**, Metropolitan Life Insurance Co., New York City, N. Y. Single Copies Free.

INTRODUCTION TO THE READING LIST

Good Habits for Children, Metropolitan Life Insurance Co., New York City.

Information of Specific Diseases, as Colds, Influenza, Pneumonia, Infantile paralysis, Measles, Scarlet Fever, Tonsils and Adenoids, Tuberculosis, Whooping Cough. Write to: Metropolitan Life Insurance Co., New York City. All Information **Free**.

Booklets published by the Child Study Association of America, 221 West 57th Street, New York City.

Disciplinary Devices—Rewards. 1931. 20 cents.

Disciplinary Devices—Punishments. 1931. 20 cents.

Habits—What are They? 1930. 20 cents.

Play and Playthings. 1930. 20 cents.

When Children ask About Babies. 1930. 20 cents.

* Price quotations subject to change

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